DOCUMENT RESUME

ED 353 152 SE 053 160

AUTHOR Gilmour, Margy; McGregor, Cathy, Ed.
TITLE Sub-Arctic Land Animals. A Language Development Unit for Science. Life and the Environment: Living/Non-Living Things. Grade One.
INSTITUTION Northwest Territories Dept. of Education, Yellowknife.
PUB DATE 85
NOTE 138p.; For other documents in this series, see SE 053 148-150, SE 053 153, SE 053 156-158, SE 053 161, and SE 053 163-164; for the overview of this program, see SE 053 072.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

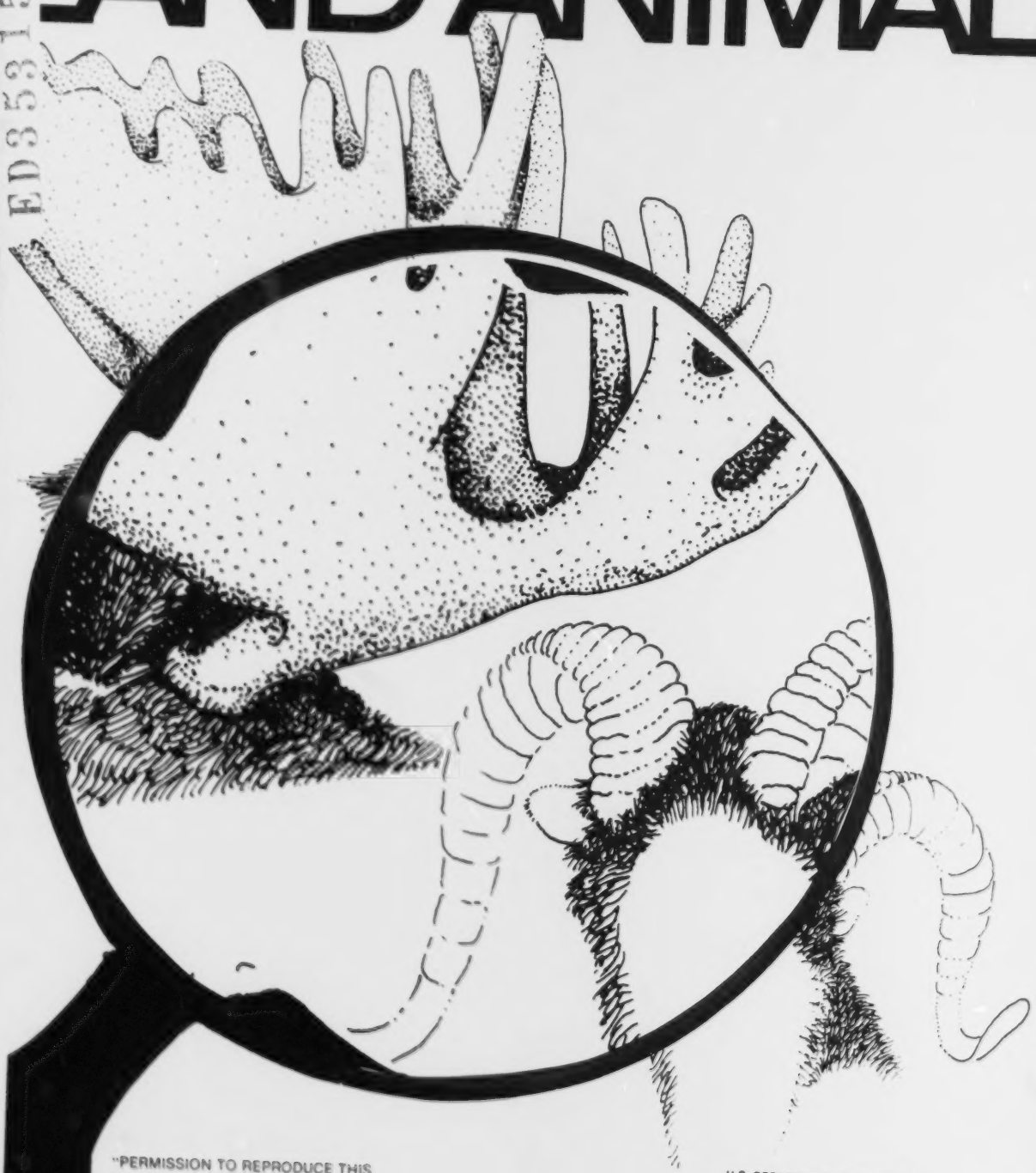
EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Animals; Athapascan Languages; Biology; Canada Natives; Childrens Literature; Concept Formation; Curriculum Guides; *Elementary School Science; English (Second Language); English Instruction; Foreign Countries; *Fused Curriculum; Grade 1; Integrated Curriculum; *Language Arts; Language Skills; Learning Activities; Mathematics Instruction; Primary Education; Process Education; *Science Instruction; Social Studies; Units of Study
IDENTIFIERS *Arctic; Northwest Territories

ABSTRACT

One of the basic principles of the Language Development Approach is that students must learn the language necessary to understand, talk, and write about all subject areas in order to succeed in school. This book contains information about teaching primary school science in the Northwest Territories with lessons that emphasize language. The goals of the unit are to (1) develop student language proficiency; (2) provide opportunities for students to use language in many different situations and for many different purposes; (3) develop student listening, speaking, reading, writing, and thinking skills including the science process skills; and (4) expand student knowledge of the science concepts related to sub-arctic land animals. Following a section on resources (background information on sub-Arctic land animals, resources included with this unit--various pictures of animals and books, related English materials--magazines, lists of children's books about animals, teacher's resources, films, etc., and related native language materials), lesson plans on six topics (living/non-living things, appearance and behavior, habitat, food, life cycle, and people and land animals) are presented. Activity ideas for science/social studies, mathematics, language arts, music/poems/stories, art, physical education/movement, and special activities are suggested. Each lesson plan contains the following segments--exercises or activities: English vocabulary, English sentence patterns, English language concepts, special materials required, concept development/language exposure, language practice, and application. Poems, songs, and stories on this subject conclude the guide. The lessons are appropriate for students whose first language is English as well as for students who are learning English as a second language. (PR/CW)

Sub-Arctic AND ANIMALS

ED353152



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. Crane

BEST COPY AVAILABLE

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official

SE053160

Sub-Arctic Land Animals

A Language Development Unit for Science
Life and the Environment
Living/Non-living Things

Grade One

Editor:
Cathy McGregor, Program Specialist, English

Author:
Margy Gilmour

Science Advisor:
Don Kindt, Program Specialist, Math-Science

SCHOOL PROGRAMS
DEPARTMENT OF EDUCATION
NORTHWEST TERRITORIES
1985

FOREWORD

Parents, educators, and students themselves all recognize the importance of language in the school curriculum. In order to have appropriate language programming, students need to have their experiences, skills, knowledge, and particularly, the language they bring to school identified and used as the basis for the program. Language programs should begin with and build upon these strengths. Where a child is dominant in a language other than English, he should be taught in that language. In many communities in the N.W.T., that means that the language of instruction should be Inuktitut or one of the Dene languages. Students in these communities need to gradually learn English as a second language. In instances where students speak a dialect of English upon school entry, the school's role is to respect and make use of the language the students bring. The school program should also help those students extend their English proficiency by learning the language used in varied communication situations and the language necessary for success with the academic curriculum. The aim of language instruction, where applicable, and where possible, is to produce bilingual students.

Successful bilingual education requires good teaching in both languages. For many years northern educators have wrestled with the difficulties of teaching English with inappropriate commercial materials from the south. Teachers have been requesting assistance with how to most efficiently and effectively teach English as a second language/dialect. The Department of Education has determined that the Language Development Approach is the most suitable way to meet the needs of ESL/D students. The Department has developed these units for teachers to use in their classrooms. The Department therefore expects teachers to implement these units unless they can identify and justify to their Superintendent something more appropriate for their students.

E.J. Duggan

Ed Duggan
Assistant Deputy Minister
School Programs

ACKNOWLEDGEMENTS

Special acknowledgement is made to Sally Stewart and Barbara Britton who developed many of the activity ideas and the original stories upon which this unit is based. Barbara Britton also put together the filmstrip which accompanies the unit.

Special acknowledgement is also made to Ed Hall, Supervisor, Conservation Education with the Department of Renewable Resources, GNWT, who provided the financial resources to develop the original unit and the filmstrip "Arctic Land Animals." He also provided the Department of Education with copies of Arctic Animals and Animals of Canada's North to distribute with this unit.

A special note of thanks to Corlis Robinson for her patience and diligence in typing and retyping the unit.

Refining the format of and brainstorming activity ideas for the Language Development units involved the assistance of many northern educators. Members of the Teacher Committee who helped develop and pilot sample units included:

Paula Stein	Brenda Petersen	Cathy Baugh
Kathy Zozula	Bea Warren	Edna Elias
Jeanette Ireland	Val Green	Elizabeth Biscaye
Mark Stainer	Joan Weaver	DiAnn Watson
Judy Knapp	Jenny Turvey	JoAnne Deneron
Margaret Jones	Phyllis Kunder	Terri Thayer
Lynda Mann	Brenda Bellini	Jerry Geran
Janet LePrieur	Lois Omson	Jerry Paré
Carole Lane	Wendy Stephenson	Theresa Lachowski
Heather Nolsoe	Cathy Apawkok	Theresa Crane
Sister Mary Edward Recoskie	Sister Mary Diane Cahill	

Every reasonable effort has been made to trace the ownership of copyrighted material in this volume. If notified of any omissions the editor and Department of Education will gladly make the proper corrections in future editions.

ACKNOWLEDGEMENTS

"Jump or Jiggle" by Evelyn Beyer from: Another Here and Now Storybook, Lucy Sprague Mitchell. Copyright 1937 E.P. Dutton, renewed 1965 by Lucy Sprague Mitchell. Reprinted by permission of the publisher, E.P. Dutton, a division of New American Library.

from: A House is a House For Me by Mary Ann Hoberman. Copyright 1978 by Mary Ann Hoberman. Reprinted by permission of Viking Penguin Inc.

Table of Contents

Teacher's Notes

Unit Overview 1

How to Teach the Sub-Arctic Land Animals Unit 2

Introduction to the Language Development Approach 13

Resources

Background Information on Sub-Arctic Land Animals 22

Resources Included With This Unit 23

Related English Materials 24

Related Native Language Materials 29

Initial Assessment Activity 30

Lesson Plans

Activity Ideas Chart: Topic A - Living/Non-living Things 32

Lesson: Living/Non-living Things 34

Lesson: Needs of Living Things 40

Activity Ideas Chart: Topic B - Appearance and Behaviour. 44

Lesson: Appearance of Land Animals 46

Lesson: Whose Feet Are These? 51

Lesson: The Animals' Quarrel 56

Lesson: What Can You Do? 62

Lesson: A Ride with Mr. Grumpy 66

Lesson: Out in the Bush 71

Activity Ideas Chart: Topic C - Animal Homes 76

Lesson: Where Do You Live? 78

Activity Ideas Chart: Topic D - Food 84

Lesson: The Animals' Picnic 86

Activity Ideas Chart: Topic E - Life Cycle 92

Lesson: Baby Animals 94

Lesson: Oh Where, Oh Where Has My Little Calf Gone? 98

Activity Ideas Chart: Topic F - People and Land Animals 102

Lesson: We Use Animals 104

Culminating Activities 108

Evaluation Activities 110

Poems, Songs and Stories 111

Topic A - Living/Non-living Things

1. What are the characteristics of living things?
2. What are the characteristics of non-living things?
3. What do living things need to survive?
4. Are land animals living or non-living things?

Topic C - Animal Homes

1. Where do land animals live?
   - den
   - lodge
   - hole
   - burrow
   etc
2. Why do some land animals live in different places at different times?

Topic E - Life Cycle

1. What is the life cycle of a land animal?
   i.e., born alive, grow, reproduce, die
2. Do all land animals resemble their parents at birth?
3. How do land animals care for their young?
4. What are the offspring of land animals called?

GENERAL CONCEPTS- UNIT OVERVIEW

SUB-ARCTIC LAND ANIMALS

Topic B - Appearance and Behaviour

1. How are land animals alike? How are they different?
   - physical appearance
   - ways in which they move and react
   - ways in which they communicate

Topic D - Food

1. What foods do land animals eat?
2. How do land animals get their food?

Topic F - People and Land Animals

1. How does the existence and behaviour of man affect the well-being of land animals?
2. How does the existence and behaviour of land animals affect the well-being of man?

HOW TO TEACH THE SUB-ARCTIC LAND ANIMALS UNIT

How does the topic **Sub-Arctic Land Animals** relate to the curriculum?

The Elementary Science Program (1-3 and 4-6, 1985) contains several themes which include concepts related to animals. The following chart shows how the topics outlined on the Unit Overview sheet and the lessons in this unit relate to the concepts suggested in the curriculum guide.

Curriculum Guide	Unit
1.1 Living and Non-living Objects	
1. Objects are living or non-living on the basis of the following characteristics: - need/don't need food and water - grow/don't grow - reproduce/don't reproduce - die/don't die	Topic A - Living/Non-living Things Lessons: Living/Non-living Things Needs of Living Things
2.1 Properties of Living Objects	
1. Objects can be classified as living or non-living.	Topic A - Living/Non-living Things Lessons: Living/Non-living Things Needs of Living Things
2. Living things can be classified according to properties.	Topic B - Appearance and Behaviour Lessons: Appearance of Land Animals
3. Plants differ from animals in specific ways relative to how they obtain food, how they react to stimuli, how they move, and how they reproduce.	Topic D - Food Lesson: The Animals' Picnic
5. Animals live in many different habitats within an environment.	Topic C - Animal Homes Lesson: Where Do You Live?
6. Some animals reproduce young which resemble their parents. Other animals do not resemble their parents until mature.	Topic E - Life Cycle Lessons: Baby Animals Where Oh Where Has My Little Calf Gone?
7. Plants move in response to stimuli whereas animals have locomotion.	Topic B - Appearance and Behaviour Lesson: What Can You Do?
3.1 Populations	
2. The place of a population is its habitat.	Topic C - Animal Homes Lesson: Where Do You Live?

LANGUAGE DEVELOPMENT/SCIENCE UNITS

SCIENCE THEME	GRADE/YEAR		
	1	2	3
LIFE AND THE ENVIRONMENT*	- - - - - - - - - LIVING/NON-LIVING THINGS - - - - - - - - -		
	Arctic/Sub-Arctic Land Animals	Birds	Marine Mammals
	- - - - - - - - - - - - - PLANTS - - - - - - - - - - - - -		
	- - - - - - - - - - - - POPULATIONS - - - - - - - - - - - -		
	Polar Bears/Bears	Dinosaurs	Fish
MATTER AND ENERGY	Popcorn	Magnets	Water
	- - - - - - ENERGY and ENERGY CONSERVATION - - - - - -		
EARTH, SPACE AND TIME **	- - - - - - - - - - SUN, MOON AND SHADOWS - - - - - - - - -		
	- - - - - - - - - - AIR AND AIR PRESSURE - - - - - - - - -		

* Other animals are covered under Social Studies topics: Fall, Winter and Spring.

Moose/Caribou	Seals
Beaver/Muskrat	Other fur-bearing animals
Rabbits	

** Weather will be covered in an integrated Science/Social Studies/Math unit.

4. The existence and behaviour of living organisms affects the well-being of mankind and/or the overall life of the community and vice-versa.	Topic F - People and Land Animals Lesson: We Use Animals
4.1 **Adaptations to the Environment**	Topic B - Appearance and Behaviour Lessons: The Animals' Quarrel
2. A structural adaptation may help and organism to survive.	Whose Feet Are These?
8. Organisms have structural adaptations to their environment.	

Using the topic "Sub-Arctic Land Animals" as an organizing theme, this unit thus translates the concepts from the curriculum guide into a set of teaching lessons. As you can see from the chart that outlines all the Science units for grades one through three (page 3), other units cover additional aspects of the concepts related to life and the environment.

What part of my program is this unit?

One of the basic principles of the Language Development Approach is that students must learn the language necessary to understand, talk and write about all subject areas in order to succeed in school. Most of the material in the "Sub-Arctic Land Animals" unit relates primarily to Science; it is therefore part of your Science program. It also contains lessons which emphasize language and concepts from other subject areas. At the beginning of each lesson is a statement which indicates which subject area that lesson emphasizes.

What are the goals of this unit?

The goals of this unit include:

- developing students' language proficiency. The purpose is to increase their storehouse of language items and meanings (vocabulary) and to build their intuitive knowledge of structures (sentence patterns). The intent is not to have students study how the language works or to analyze it.

- providing opportunities for students to use language in many different situations and for many different purposes.

- developing students' listening, speaking, reading, writing, and thinking skills. The thinking skills developed include the scientific process skills described in the science program guide.

- expanding students' knowledge of the science concepts related to the "Sub-Arctic Land Animals" topic.

What grade level is this unit?

Schools throughout the N.W.T. have different ways of organizing students into classes. There are classrooms which consist of:

- one grade
- two grades
- three grades

It is difficult to present a unit which teachers can use easily in all these different situations. The chart which outlines Science topics for grades one to three lists this unit under Grade One. You will find, however, that the unit includes some concepts which older students might handle more easily. You will also find that some of the language activities in the lessons are more suitable for older students. This was done to accommodate the range of abilities which exist even in classes which are supposed to be one grade level and also for those teachers who have multi-grade classrooms and want to teach the same unit to the whole class.

What else do I need to know before I teach this unit?

It is important to understand the Language Development Approach which forms the basis of this unit and the Language Development Framework which forms the structure of each lesson. Please read the explanation of them which follows this section. It introduces the parts of each lesson and explains their purpose. Once you have read the description several times and taught a few lessons you probably will not have to read it before teaching every unit.

How long should I spend on this unit?

The length of time you spend on each lesson and on the unit as a whole will depend in part upon what your students already know about the topic and how interested they are in it. As with any unit you teach, however, the success of this unit will depend largely upon your interest in and enthusiasm about the topic. If you make the lessons stimulating to students, they will want to spend more time studying the topic.

In general, it is more important to cover a few concepts well and ensure that students incorporate the language items for those concepts into their language repertoire than to cover everything in the unit. If students begin to lose interest in the topic, wind up what you are doing and start a new unit.

Which lessons do I teach?

This unit includes a number of lessons. As the person who knows your students and their needs best, you must decide which lessons are appropriate for your students and which are not. You may decide not to teach certain lessons because:

- students are not interested in that aspect of the topic
- students already know the language covered
- the language is too difficult or is not appropriate
- the concepts are too difficult or are not appropriate

The initial assessment activity on page 31 will help you identify which concepts and vocabulary students already know and therefore which lessons you can skip and which are more appropriate for you to teach. You might also want to check the students' cumulative files and/or discuss with other teachers which topics students have already covered. It is important to keep a record of which lessons you teach so that other teachers will not repeat that material in future years.

In what order should I teach the lessons?

You can teach the lessons in the order in which they appear in the unit or you can teach them in any order you think is appropriate for your students.

How do I adjust these lessons to meet the particular needs of my students?

The lessons in this unit are SAMPLE lessons. They provide an example of the kind of language and activities which are most appropriate to teach the concepts related to the topic. You may be able to teach them exactly as they appear here. If you feel some aspect of a lesson is not appropriate for your students, however, feel free to adapt it to meet their needs. In addition, you may wish to make up lessons of your own. Some of the most common ways in which you might need to adjust the lessons include changing the:

a) amount or type of vocabulary and/or sentence patterns in a lesson. You may need to make the language simpler or more difficult, depending upon your students' proficiency. You may want to introduce fewer or more vocabulary items or sentence patterns. Students who are more proficient may need to concentrate more on vocabulary than on sentence patterns.

b) number of listening and speaking activities. Students who speak little or no English or who are not familiar with a topic require extensive aural/oral practice. This is particularly true of Grade one ESL students. You may want to delete reading and writing activities altogether for such students and substitute more listening and speaking activities. Also students who are having difficulty speaking need more listening practice. Students who are more proficient may not need as much listening and speaking practice.

c) kinds of activities suggested for listening, speaking, reading, and writing. The kinds of activities you can do depend upon your students' age, interests, abilities, needs, and language proficiency. Students with limited proficiency require more controlled Language Practice activities. Students who are more proficient can handle more open ended activities. Your preferred teaching style and the materials and equipment which are available to you also make a difference when you are planning activities. You may want to change some of the activities to make them more suitable for your students. You may have to change others because you do not have the necessary resources.

d) sequence of activities suggested. Each lesson you teach should contain all three phases of the Language Development Framework: Concept Development/ Language Exposure, Language Practice, and Application. You may want to alter the sequence in which you do the activities within each phase. This is particularly true if you have older students who are more proficient in reading and writing. They may need to do some of those activities along with the listening and speaking to keep their interest. This is not as likely for primary students.

e) language in which you teach the lesson. If you teach in a classroom in which a native language is the language of instruction and English is taught as a second language you will want to teach some of the lessons in

each language. For students who are just learning to speak English, the language in some of the lessons is too difficult. Teach those lessons in the native language. In such situations, consider teaching the lessons as follows:

NATIVE LANGUAGE (during Science or Social Studies)	ENGLISH (during ESL)
Living/Non-living Things	Out in the Bush
Needs of Living Things	A Ride With Mr. Grumpy
Appearance of Land Animals	Where Do You Live?
The Animals' Quarrel	Baby Animals
What Can You Do?	
The Animals' Picnic	
We Use Animals	

If you teach in a classroom in which English is the language of instruction you will teach all of the lessons in English. In such situations, you might teach some lessons during your Science and Social Studies periods and others during your Language Arts periods. If your students are not very proficient in English you may want to omit some lessons altogether. For example:

Science	Social Studies	Language Arts
Living/Non-living Things	Where Do You Live?	The Animals' Quarrel
Needs of Living Things	We Use Animals	What Can You Do?
Appearance of Land Animals		Out in the Bush
		A Ride With Mr. Grumpy
		The Animals' Picnic
		Baby Animals

How do I group students?

If you want to teach one lesson to the whole class, you can do Concept Development activities with everyone in most instances. They have been designed to be done with all students. Then you can group students for Language Practice activities according to their needs and abilities. Students who require extra listening and speaking practice can work with the teacher, a classroom assistant, a tape recorder, or a language master while other students do related reading and writing activities. In this way you can work with the whole class on the same lesson, but students can perform at their own individual skill levels.

Sometimes you may want to group students and teach each group a different lesson. You could organize these groups in at least two ways:

1) include students with different levels of proficiency in each group. The students who are more proficient serve as models for less proficient students. Teach each group a lesson from a different topic:

   e.g., group A: The Animals' Quarrel
   group B: The Animals' Picnic

   and have students share their work with each other.

2) include students with similar proficiency levels in each group. Teach each group a lesson using material at their proficiency level.

   e.g., group A: Where Do You Live?
   group B: A Ride With Mr. Grumpy
   group C: The Animals' Quarrel

What kind of preparation do I need to do before teaching a lesson?

First of all, you should read over the lesson so that you are familiar with it and with the materials you require to teach the lesson.

Secondly, you should make sure you have all your materials ready, even if it means delaying the introduction of a unit or lesson for several days. This includes whatever resources you require for the Concept Development activities, as well as Language Practice materials: vocabulary cards, pictures, sentence strips, etc.

Initially it may seem as if there is a lot of preparation for each lesson, but one lesson may take several days to teach and most lessons use the same materials over and over again in different ways. Students in small groups use many of the materials from Concept Development activities during Language Practice. Many illustrations that you need for the lessons have been included. (You may have to adjust the size of some to make stencils or other resource materials.) If you work in a school where more than one teacher is using the

units, perhaps you can share the preparation work required. Older students often enjoy making things like sentence strips after school as well. Once you have made the materials for one lesson, be sure to save them for another teacher or another year! Plastic envelopes have been provided to help you keep all the materials for one unit together.

How do I schedule a lesson on my timetable?

Because the lessons emphasize language related to different subject areas, you may want to teach them during various subject periods. This means you may be working on two or three lessons at the same time, each during a different subject.

As you plan, keep in mind that one lesson is not necessarily equivalent to one day's work. You will require several days to cover most lessons. You need this amount of time to make certain students internalize new language items and concepts. The chart below shows how you might teach "Appearance and Behaviour" during your Science period over a week.

Key

CD/LE = Concept Development/Language Exposure
LP = Language Practice
APP = Communicative Application
(L) = Listening activity
(S) = Speaking activity
(R) = Reading activity
(W) = Writing activity

"APPEARANCE OF LAND ANIMALS"

Monday	Tuesday	Wednesday	Thursday	Friday
CD/LE #1	CD/LE #3	CD/LE #3 review	LP #4 (L/S)	LP #6 cont.
#2	LP #1 (L)	LP #2 (L/S)	#5 (S/R)	APP.
	#2 (L)	#3 (L)	#6 (R/W)	
	a & b			

How do I evaluate student progress in this unit?

Initial Assessment

The initial assessment activity (see page 31) which you do with the students before any of the lessons will help you determine which concepts and language students already know and which they need to learn.

Ongoing Assessment

It is important to continue assessing students' success in mastering language items, skills and concepts throughout the unit. Each phase of the framework provides opportunities for assessment. During the Concept Development/Language Exposure activities you can informally assess students' understanding of new concepts through observation. Watch to see which students have difficulty matching new language items with the appropriate objects or meanings. It is important to ensure that all students understand new vocabulary and sentence patterns before starting Language Practice activities.

The nature of the Language Practice activities allows you to assess individual student performance of listening, speaking, reading, and writing skills. You can decide which activity to do next based on student performance in the previous activity. Those students who have difficulty with aural/oral activities require extensive practice before doing reading and writing.

The Application activities have been designed to give you an opportunity to determine how much of the language for that lesson students have learned. You can also determine whether students understand the language and concepts.

In addition to observing students during lesson activities, sometime during the course of the unit each student should have a personal conference with you to review work from various lessons. The one-to-one nature of this meeting allows you to determine more effectively:

1. specific weaknesses and strengths in listening, speaking, reading, writing skills,
2. comprehension of and proficiency using new language items,
3. topics and areas within a topic of particular interest to the student.

For the student this meeting serves as an important opportunity to articulate his thoughts and feelings about the topic, share his work with an interested adult, and identify future projects and directions in his work. You can use the conference to take an in-depth look at one piece of independent reading/writing, to teach skill lessons needed to support and encourage student efforts, and to determine appropriate activities for future lessons.

Final Assessment

The culminating activities provide further informal assessment opportunities. During these activities students use all the concepts, skills and language they have learned throughout the unit. In addition, you may want to use your own assessment techniques or instruments to determine what students have learned. There are examples of simple evaluation activities on page 110.

What kind of records should I keep for this unit?

You will want to keep records for yourself of individual students' progress and mastery of skills, concepts and language. These records can be a combination of anecdotal notes based on observations, check lists, formal or informal tests, taped samples of students' speech and reading, and samples of written work.

Students should also be responsible for keeping records of what they have accomplished. They can keep lists (poems they have learned, stories they have read, books they have written), journals, and their own samples of speech, reading, and writing.

You will find more detailed information on evaluation and record keeping in the ESL/ESD Language Development Guidebook.

Finally, it is also important to keep a list for the next teacher of which units you have taught and which concepts have been covered in those units. Hopefully this will prevent those groans of "We did that last year." or even worse "We've done that every year since grade one!"

INTRODUCTION TO THE LANGUAGE DEVELOPMENT APPROACH

This unit consists of lessons which illustrate how to implement the Language Development Approach in the classroom. In order to use these lessons most effectively, it is important to be familiar with and understand:

a) the principles which form the basis of the approach, and
b) the methodological framework which provides the structure for the lessons and applies the principles to teaching practice.

The following is a brief explanation of the principles and the framework. For a more in-depth discussion of both, refer to the appropriate sections in the Language Development ESL/ESD guide.

PRINCIPLES

The Language Development Approach draws on elements of many approaches to teaching second language and English language arts and integrates these to form a broad set of principles regarding language teaching. These principles include:

1. **Students need to have their experiences, skills, knowledge, and particularly, the language they bring to school identified and used as the basis for the school language program.** The program should begin with and build upon these strengths. Where a child is dominant in a language other than English, he should be taught in that language. In many communities in the N.W.T., that means that the language of instruction should be Inuktitut or one of the Dene languages. Such students should gradually learn English as a second language. In instances where students speak a dialect of English upon school entry, the school's role is to respect and make use of the language the students bring, and help them learn the English used in other communication situations and that is necessary for success with the curriculum. The aim of language instruction, where applicable, and where possible, is to create bilingual students.

2. **Students need to learn to articulate for themselves and to communicate their thoughts, feelings, needs, opinions, and intentions for a variety of purposes in many different communication contexts.** They need to be able to understand, learn from and respond to the communication of others. This involves being able to:

a) express and inquire about personal needs, desires, feelings
b) socialize
c) direct
*d) express and find out intellectual attitudes
*e) impart and seek factual information on past and present experiences
*f) reason logically
*g) predict
*h) project
*i) imagine

* Success in school depends largely upon the students' abilities to use language in these ways.

3. **ESL/ESD students need to spend more time learning to speak English than they do learning about English.** Until students have an extensive language repertoire, and can use language for a variety of purposes and in many different situations, they are not ready to analyze language. When students have developed an intuitive grasp of how English works, they can begin to study language concepts and how to apply them.

4. **Students need to learn language, but they also use language to learn.** Therefore, language should be taught across the curriculum. Whether students are learning a subject in their first language or in a second language, the development of each student's language skills is essential to achievement in the subject.

5. **Students need to learn language that is meaningful.** It is easiest to accomplish this when teaching language in a context. Therefore, all teachers, in all subject areas, must attend to concept development. Without adequate concept development, the language students learn is either vague or devoid of meaning.

6. **Students need to learn to develop their thinking skills and to engage in more abstract levels of thought as they mature.** They must learn the language that allows them to express their thinking about concepts. Initially, they need to learn concrete vocabulary and functional sentence

patterns as they learn to recall, match, sequence, classify, etc., during activities. Eventually they need to learn more abstract terms and more complex sentence patterns as they grow in their ability to think more abstractly: generalizing, analyzing, imagining, predicting, and evaluating.

7. **Students need to participate in language activities that integrate the language strands of listening, speaking, reading, and writing.** When these strands are taught in isolation from each other in the guise of subjects such as spelling, phonics, grammar, reading, etc., student learning becomes fragmented. Students have difficulty understanding the relationships among listening, speaking, reading, and writing and lose the benefit of one or more strands preparing for and/or reinforcing growth in another e.g., discussion and brainstorming which involve listening and speaking prepare students for writing. First and second language programs should therefore integrate listening, speaking, reading, and writing skills. Specific skills taught will vary with the proficiency level of the students. In the initial stages reading and writing activities should use only language students have internalized already through aural/oral work. Strong oral proficiency is a pre-requisite to learning to read.

a) The successful reader relies on three language cue systems:

- grapho-phonemic
- semantic-associational
- syntactic

The ability to use the latter two systems is a function of oral language proficiency. The greater the oral proficiency or degree of internalized language of the student in either his first or second language, the more able he is to use the latter two systems. Reading instruction should not emphasize the use of the grapho-phonemic system to the exclusion of the semantic associational and syntactic systems.

b) The successful writer also relies on three cue systems. He must possess a meaning base on which to draw, a storehouse of vocabulary representing the meaning base (semantic-associational), and an

intuitive sense of how the English linguistic system works (syntactic). Mechanical skills (grapho-phonemic) are just the tools which enable students to communicate knowledge more effectively.

8. **Students need to learn "real" language and how to use it in the natural situations in which it is required.** They need opportunities which involve productive interaction with others to learn to use language effectively. They cannot learn language by themselves in isolation from others, or solely through paper and pencil exercises.

Program content, classroom organization, and teaching techniques used to develop concepts, language and skills should:

a) reflect all of the above, and
b) vary according to:

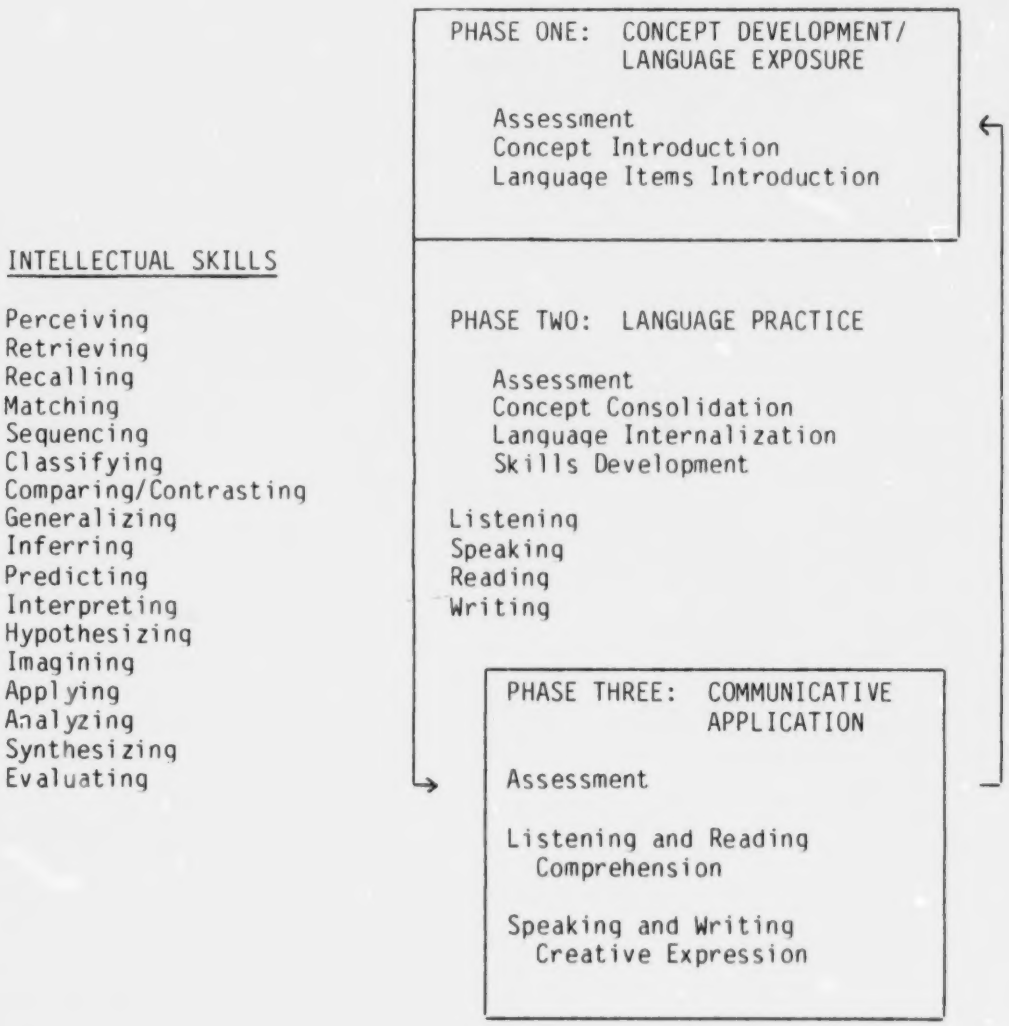
- the language proficiency of the students in the first and second language,
- cultural background (experiences, interests, and cognitive abilities),
- age/grade levels,
- type of topic,
- learning style of students,
- materials and equipment available,
- teaching style of teacher.

FRAMEWORK

The Language Development Approach uses the following framework to structure lessons involving language learning and conceptual development for all subject areas or for any topics of personal or cultural relevance and interest. The framework consists of three phases:

Phase One: Concept Development/Language Exposure
Phase Two: Language Practice
Phase Three: Communicative Application

LANGUAGE DEVELOPMENT FRAMEWORK
(Based on the work of Jim MacDiarmid
Adapted by B. Pugh and C. McGregor)



Phase One: Concept Development/Language Exposure

At the beginning of this phase, it is important to assess what conceptual and linguistic knowledge students already possess for a topic. This assessment establishes the appropriate starting point for instruction and helps determine which concepts, experiences, and language items to emphasize.

During this phase, students participate in meaningful activities or experiences through which they learn new concepts related to the topic of study. As much as possible, these activities should involve direct, firsthand, active learning with concrete materials. Where necessary, i.e., a unit on space, indirect or analogous experiences (films, filmstrips) allow students to move beyond the confines of the immediate classroom to explore concepts associated with other times and places. These activities and experiences help students build bridges between what they already know and new concepts.

While they carry out the concept development activities, students hear and use the new language items that express the concepts. They learn to associate new vocabulary with the relevant objects or actions and to express the relationships among concepts with appropriate sentence patterns. It is essential that students learn the meaning of all new language items during this part of the lesson.

You may choose to use the students' native language during this phase when students have little or no English. You can conduct the assessment tasks in their first language to determine the extent of their conceptual knowledge. If the concepts are familiar, concentrate in ESL classes on teaching the related English language items. If the concepts are new, teach them to students in their first language and then introduce English language items. In classrooms where English is the language of instruction, have the Classroom Assistant explain difficult concepts in the students' native language to be sure they understand them.

Phase Two: Language Practice

In Phase Two, students use the new language items introduced in Phase One in a variety of activities that develop listening, speaking, reading, and writing skills. Through intensive practice of items in a variety of ways, students

come to "own" the new language, i.e., commit it to memory so that it becomes part of their permanent storehouse of language items. These activities also continue to strengthen the bond developed in Phase One between the new concepts and the language items that represent those concepts. While the whole class may participate in most of the Phase One activities, it is important to group students for language practice according to their language skills and needs. For students who are not proficient in English, use only language items that they are comfortable with aurally/orally in reading and writing activities.

Phase Three: Communicative Application

The final phase of the lesson sequence provides opportunities for students to use their acquired knowledge and language to communicate in a variety of situations. Students show they have understood the new concepts and can use the new language items as they interact with others. Activities involve students in listening, speaking, reading, and writing to solve problems, bridge an information gap, share information, complete a task, develop an arts and crafts project, share a finished product and explore related concepts and language. While carrying out these activities, the teacher can work individually with students to assess the extent to which they have mastered the concepts and language from the lesson.

In addition to the communicative application activities for each lesson, there are culminating activities at the end of each unit which provide opportunities for students to use all the concepts and language they have learned throughout the unit. During these activities the teacher can meet with each student to review their work and what they have learned during the unit.

Intellectual Skills

An essential component of the framework is the development of intellectual skills. Learning new concepts and language involves thinking skills. On the other hand, the ability to think abstractly involves conceptual and linguistic knowledge.

A student who lacks the prerequisite basic experiential and linguistic knowledge for a topic cannot engage in activities that require him to apply or solve problems using that knowledge. In moving towards abstract levels of thinking students must:

- acquire simple and concrete concepts and the corresponding labels,
- see patterns and relationships among concepts and form progressively larger and more inclusive conceptual networks in the form of principles and generalizations,
- apply the principles and generalizations to new situations, and
- analyze, synthesize, and evaluate old and new knowledge to solve problems.

In the Concept Development/Language Exposure phase, assessment activities establish whether or not students have basic building block concepts and language to engage in more abstract thinking about a topic. Subsequent activities fill gaps and/or extend the students' background. The structured nature of Language Practice activities demands less high level intellectual activity. Answers are more convergent in nature; the information readily provided or available. However, Communicative Application activities require divergent thinking. Students draw on what they already have learned during the previous two phases to bridge an information gap or solve a problem.

USING THE FRAMEWORK

The Language Development Framework:

- helps students acquire a conceptual background about a topic,
- helps students acquire language to express their knowledge about that topic,
- provides opportunities for students to use their knowledge and related language in a variety of situations, and,
- provides opportunities for students to engage in higher levels of thinking.

The framework forms the basis for the following lessons. Keep in mind that the techniques and activities you use with students depend upon many factors:

- cultural background of students
- learning style of students
- age level of students
- proficiency in English
- type of topic
- materials and equipment available, and
- preferred teaching style of teacher.

RESOURCES: BACKGROUND INFORMATION ON LAND ANIMALS OF THE N.W.T.

Please refer to these pamphlets available from the Department of Renewable Resources, GNWT:

Arctic Wildlife Sketches

Moose of the N.W.T.
Wolves of the N.W.T.
Dall's Sheep of the N.W.T.
Bison of the N.W.T.
Barren-Ground Caribou of the N.W.T.

Every school should also have: 1) a set of Teaching Notes - Arctic Wildlife
Programs & Evaluation Branch
Department of Education, GNWT
1980

2) a set of Arctic Wildlife posters
Department of Information, GNWT

RESOURCES INCLUDED WITH THIS UNIT

Pamphlets/Books:

One copy of the reference: Arctic Animals
By Jonquil Graves and Ed Hall
Illustrated by Germaine Arnaktauyok
Department of Renewable Resources
1985 $7.50

One copy of the colouring activity book: Animals of Canada's North
By Wally Wolfe
1985 $4.25

Additional copies of these two volumes are available from: Supervisor of Conservation Education, Department of Renewable Resources, Yellowknife.

Filmstrip:

Sub-Arctic Land Animals
1985
Department of Renewable Resources

Resources to accompany lessons:

Appearance of Land Animals

- pictures of some common Sub-Arctic land animals (to be used in other lessons as well)
- pocket chart cards of animal parts

Whose Feet Are These?

- book: Whose Feet Are These?

The Animals' Quarrel

- book: The Animals' Quarrel

A Ride With Mr. Grumpy

- book: A Ride With Mr. Grumpy

Out In The Bush

- illustrations

We Use Animals

- illustrations of animal products

RESOURCES: RELATED ENGLISH MATERIALS

Magazines

Refer to back issues of Owl, Chickadee, Ranger Rick, Your Big Back Yard, Pik, etc. for pictures of and information about northern animals.

Teachers' Resources

Flora and Fauna of the North (picture set)
Program Development Division
Dept. of Education, GNWT, 1974

Arctic Wildlife Sketches (pamphlet series)
Dept. of Renewable Resources, GNWT

Teaching Notes - Arctic Wildlife (pamphlet series)
Dept. of Education, GNWT

Arctic Wildlife (posters)
Dept. of Information, GNWT

Hinterland Who's Who (pamphlet series)
Canadian Wildlife Service
Environment Canada

Complete set may be ordered by schools if requests are written on official letterhead.

Order from: Distribution Section
Canadian Wildlife Service
Dept. of the Environment
Ottawa, Ontario
K1A 0E7

Sharing Nature With Children
Joseph Bharat Cornell
Ananda Publications, 1979

The Mammals of Canada
A.W.F. Banfield
University of Toronto Press, 1974

The Audubon Society - Field Guide to North American Mammals
John O. Whitaker, Jr.
Alfred A. Knopf, 1980

Wild Mammals of Canada
Frederick H. Wooding
McGraw-Hill Ryerson Limited, 1982

Furbearing Animals of North America
Leonard Lee Rue III
Crown Publishers, Inc., 1981

Caribou and the Barrenlands
George Calef
Firefly Books, 1981

The Wolf
David L. Mech
The Natural History Press, 1970

Of Wolves and Men
Barry Holstun Lopez
Charles Scribner's Sons, 1978

Lobo the Timber Wolf
Judy Ross
D.C. Heath Canada Ltd. and Board of Management,
Metropolitan Toronto Zoo, 1978

Films, Filmstrips and Slides

The Boreal Forest (filmstrip/cassette)
Goldi Productions, 1982

Kingdom of the Animals (filmstrips/cassettes)
National Geographic Society, 1972

Life Cycles (filmstrips/cassettes)
National Geographic Society, 1974

Small Worlds of Life (filmstrips/cassettes)
National Geographic Society, 1972

Animals in the Spring (film)
Animals in the Summer (film)
Animals in the Autumn (film)
Animals in the Winter (film)
Encyclopaedia Britannica Films

Arctic Wildlife Range (film)
Thorne Films, 1959

Bear Country (film)
Walt Disney Films, 1956

Beaver Dam (film)
National Film Board, 1960

Caribou of Northern Canada (film)
National Film Board, 1971

Fall Brings Changes (film)
Churchill Films

How Animals Live in the Winter (film)
Cornet Films, 1956

Large Animals of the Arctic (film)
Walt Disney Films

Learning About Bears (film)
Encyclopaedia Britannica Films, 1961

The Living Arctic (film)
CBC, 1971

What is Life? (film)
National Film Board

Children's Books

Now That Days Are Colder
Animal Jackets
Animal Houses
Tail Twisters
Sleepy Heads
Going Places
No Accounting For Tastes
Aileen Fisher
Bowmar, 1973

Lucky Porcupine
Miriam Schlein
Four Winds Press, 1980

Where are the children?
Beverley Randall and Frank Francis
Methuen, 1974

The Hunter and the Animals
Tomie de Paola
Holiday House, 1981

How Porcupine Got His Quills
Patricia Robins
Gage Publishing Limited, 1979

North American Mammals (A Ladybird Book)
John Leigh-Pemberton
Wills & Hepworth, Ltd, 1970

This Is The Way I Go (series)
Jenny Taylor and Terry Ingleby
Longman Group Ltd., 1965

How Puppies Grow
Millicent E. Selsam
Scholastic Book Services, 1971

Wolves
George Shea
EMC Corporation, 1977

It Does Not Say Meow and Other Animal Riddle Rhymes
Beatrice Schenk de Regniers
Clarion Books, 1972

Too Big For Mother
Baby Caribou in Winter
Ekwo and Diqa
Diqa and the Baby Caribou
Armin Wiebe
The Lac La Martre Reader Project, 1984

Look at this
Mildred Wiebe
The Lac La Martre Reader Project, 1984

Living Things (Parts One and Two)
David Roberts
Whitcombe and Tombs, 1973

Home For A Bunny
Margaret Wise Brown
Western Publishing, 1975

Animal Homes
Brian Wildsmith
Oxford University Press, 1981

Where Is The Bear?
Betty Hubka
Western Publishing Company, Inc., 1978

Once: A Lullaby
B.P. Nichol
Black Moss Press, 1983

A Rhinoceros Wakes Me Up in the Morning
Peter Goodspeed
Penguin Books Ltd., 1982

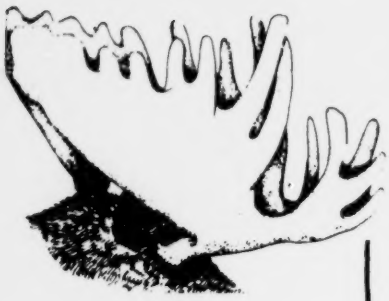
The Animals' Lullaby
Trude Alberti
Penguin Books Ltd., 1972

I am hungry
Helen Clark
Methuen Educational Ltd., 1979

The Nest Book
Kathleen N. Daly
Western Publishing Company, Inc., 1968

Miscellaneous

Grizzly Bear, Grizzly Bear, What Do You See?
Over In the Forest
Seven Little Rabbits
Language Development Units (in production)
Department of Education, GNWT



RESOURCES:
RELATED NATIVE LANGUAGE MATERIALS

Det'o k'ed eyigots'o Tich'adi
(Birds and Animals in Dogrib)
Department of Education, 1983

Goloah (Book 1)
Berna Matto
Department of Education, 1981

Kwígah
Jane Modeste and Fibbie Tatti
Department of Education, 1983

Nágúlé
Nágezé
Łuk'é Nágezé
Readers and Workbooks
Anna Marie Yukon and Cynthia Chambers
Department of Education, 1981

Goloah Gondié
Vic Monus
Department of Education, 1974

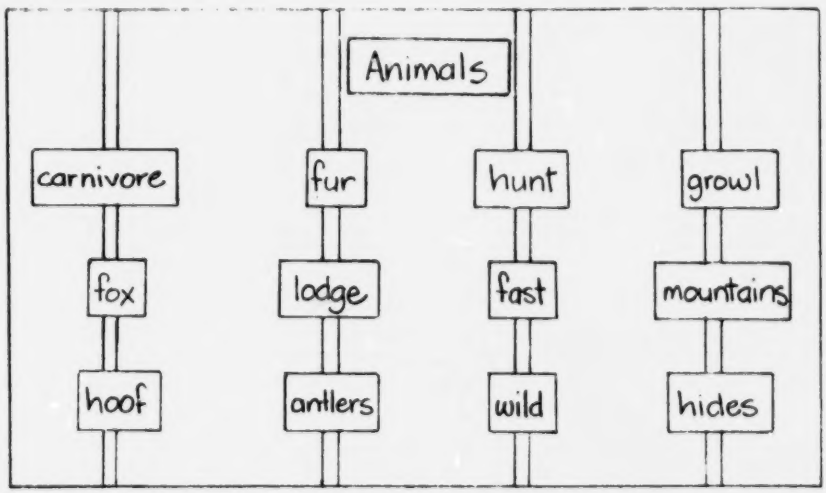
Gah
Fibbie Tatti
Department of Education, 1985

INITIAL ASSESSMENT ACTIVITY

Use this activity at the beginning of the unit to determine your starting point for instruction. It will help you find out what the students already know about the topic/concepts you intend to cover. You should be able to identify gaps in their knowledge which require that you teach certain lessons. On the other hand, you may find that there are concepts which they know well enough that you can skip the lessons which teach those concepts. This activity will also help you determine what vocabulary items students already have so that you can decide which language items to emphasize.

a) Brainstorming:

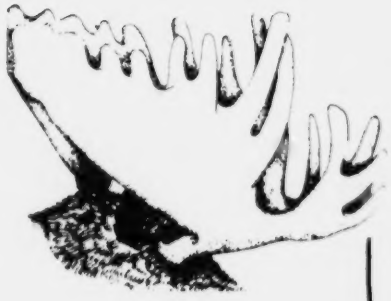
Ask students: "What do you know about animals?" Record all responses on cards and hang them on masking tape strips (sticky surface up) which you fasten to the chalkboard.



You may wish to direct students' thinking or prompt ideas if the responses are slow in coming by asking questions such as:

What animals do you know?
What do these animals look like?
What do they eat?
Where do they live?
etc.

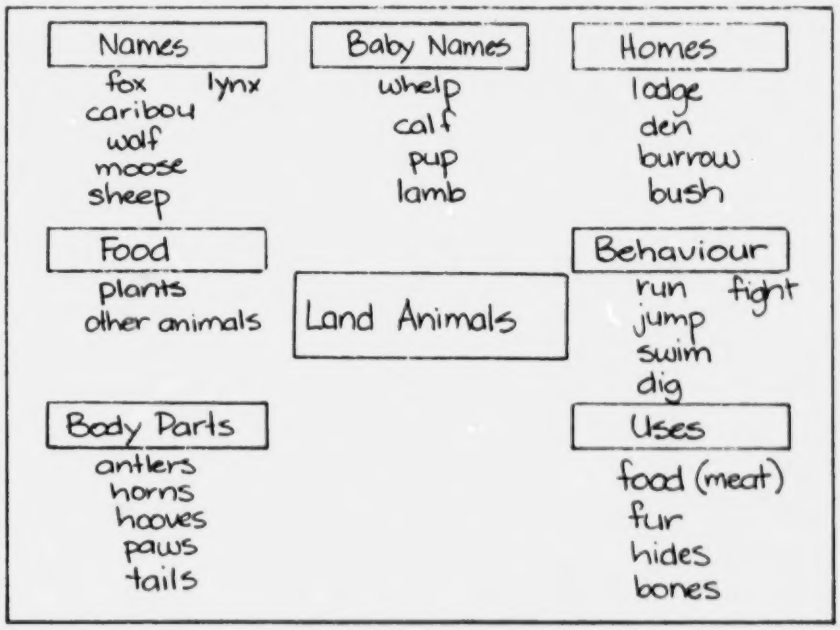
Chant all responses with the students as you point to the cards.



b) Categorizing:

Distribute the word cards from the brainstorming session. Be sure to tell students the words which you give them. (Give students only one card each to begin.) Have one student place his/her word card at the top of one of the masking tape strips and repeat the word to the class. Ask if there is anyone else who has a word that belongs with the first word. Have another student place his/her word card under the first, read the word and explain why it belongs with the first word. Give a title to these two cards which now form a category. Ask if anyone can start a new category. When students have placed all of the brainstormed words in categories, discuss the titles and change them if necessary. Chant the words in each category with students.

Transfer the words to a flowchart to provide a permanent reference. e.g.,



As you teach the unit, you may wish to add any new information to the chart. At the end of the unit you can review the chart with students. Keep it as a reference for future use.

Science/Social Studies

*1. Sort pictures of living and non-living things in a pocket chart.
*2. Identify things in the classroom that are living or non-living.
*3. Discuss the needs of living things. What would happen if these needs were not met?

Teacher's Notes

These are possible activity ideas for this topic. They can be used in lessons you make up, as enrichment activities, or as learning centre activities. Most can be done in any language. Activities with an * are actually used in the sample lessons which follow. Spaces have been left for you to record your own activity ideas.

ACTIVITY IDEAS

TOPIC A: **CHARACTERISTICS OF LIVING THINGS**

Math

1. Look at a picture of many animals. How many of each animal are there? Count them out loud.
2. If you have a picture of many of the same animals, count them by twos, threes, etc.

Language Arts

*1. Cut pictures of living/non-living things from magazines and paste on coloured paper. Have students dictate or write statements beneath the pictures.
2. Make books using frame sentences:
   A _____ is a living thing.
   A _____ is a non-living thing.
*3 Have students describe themselves using the frame sentence "I can _____."

Music, Poems, Stories

Art

1. Make murals showing living/non-living things.

Physical Education/Movement

1. Have one student pretend s/he is a certain animal and act it out for the class. Have other students try to guess the animal.

Special Activities

*1. Make a living/non-living "snap" game. If two cards of the same classification, i.e., living/non-living, are turned over at the same time, the first person to call "living" or "non-living" gets to keep the cards.
2. Keep a class pet. Set up a schedule so that students can take turns being responsible for the pet's needs. Discuss what needs the pet has and what might happen if they are not fulfilled.
*3. Display two pictures, one of a living thing and one of a non-living thing on simple paper strip "hats." Have one student secretly pick one of the hats and hide it behind his/her back. The rest of the class may ask three questions to determine which hat the student chose. The student then puts the hat on to show the class if they guessed correctly.

LESSON: LIVING/NON-LIVING THINGS

As this lesson emphasizes language related to science concepts, you may wish to teach it during your Science period.

English Vocabulary (* actually developed in this lesson)

* living	* eat	* breathe
* non-living	* drink	* die
	* grow	* move
	* have babies	

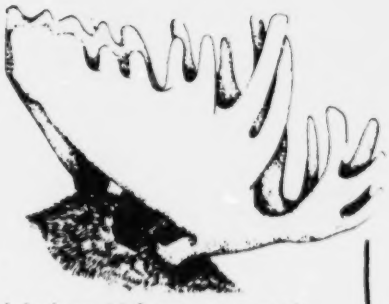
English Sentence Patterns (* actually developed in this lesson)

* Can you/a _____? I/We/A/living things can _____.
* Is a _____ a living or a non-living thing?
* A _____ is a living/non-living thing.

English Language Concepts (* actually developed in this lesson)

Special Materials Required

Pictures of living/non-living things
Mountain models, caribou puppets
Cut and paste stencil



Concept Development/Language Exposure

1. a) Sort pictures in a pocket chart with your Classroom Assistant or a puppet. Use sentence patterns and vocabulary.

   e.g., Hold up a picture of a dog and ask, "Is a dog a living or a non-living thing?" C.A. responds, "A dog is a living thing. Living things can eat and drink. A dog can eat and drink." Place picture in appropriate side of the chart.

   b) When you have finished sorting pictures, ask students if they can tell you what differences there are between living and non-living things. Model responses using the sentence patterns "Living things can _____." and "Non-living things can't _____."

   c) Look around the classroom and have students identify things which are living or non-living. Explain to students that they must observe some things very carefully to determine if they are living and that no single characteristic indicates whether a thing is living or non-living.

2. Perform the following play using Mountain models and caribou puppets: (Make models, make paperbag puppets.)

Mountains: We are Mountains
Made of stone.
Here we stand all alone.

Teacher: Can you breathe?
Can you talk?
Can you see?
Can you walk?
Can you eat food?
Can you drink water?
Can you have babies?

Mountains: We can't breathe.
We can't talk.
We can't see.
We can't walk.
We can't eat food.
We can't drink water.
We can't have babies.
We will never die.

Caribou: We are caribou
Here we come.
We're alive,
And we're having fun.

Teacher: Can you breathe?
Can you talk?
Can you see?
Can you walk?
Can you eat food?
Can you drink water?
Can you have babies?

Caribou: We can breathe.
We can talk.
We can see
We can walk.
We can eat food.
We can drink water.
We can have babies.
One day we will die.

Hunters: It's now!
(Caribou run away, teacher pretends to be a hunter.)

Language Practice

L 1. Repeat the play with the students holding the mountains and puppets. They should shake their heads as you say the mountain lines and perform appropriate actions as you say the caribou lines.

L 2. Hop the line: Students stand on a masking tape line. Teacher makes statements such as, "Caribou can breathe. A caribou is a living thing." If the statement is true, students hop forward; if it is false, students hop backwards.

L/S 3. a) Teacher holds up a picture and asks questions about it.

e.g., Can a house breathe?
Can a house eat?
Can a house have babies?

If students answer "no," teacher should model the pattern and have students repeat it.

e.g., A house can't breathe.
A house can't eat.
A house can't have babies.

Have students determine whether the picture is of a living or non-living thing.

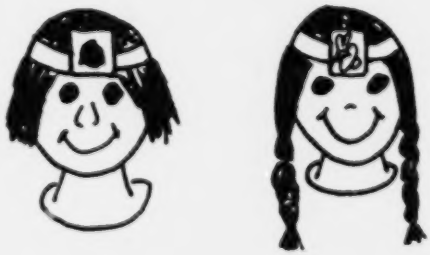
b) Distribute pictures to students. Each student takes a turn at being the teacher and questions the class about his/her picture.

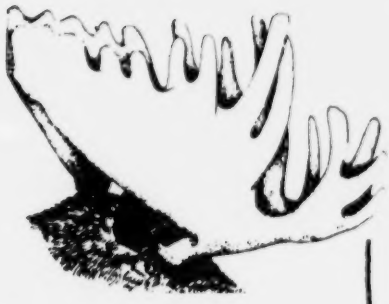
L/S 4. Divide the class into three groups. Have groups take the parts of caribou, mountains and hunters.

Mountains - Have students stand as if mountains.
Caribou - Make paper hats with glued on antlers.
Hunters - Hide behind mountains. Carry cardboard guns.

Repeat the play with "mountains" and "caribou" reciting their lines in response to the teacher's questions. The "hunters" may jump out at the end and tag ("shoot") the caribou. Those "shot" are out of the game. Change parts so that everyone has a chance to have a speaking and chasing part.

L/S 5. Display two pictures, one of a non-living thing and one of a living thing, on simple paper strip hats.





Have one student secretly pick one of the hats and hide it behind his/her back. The rest of the class may ask three questions:

e.g., Can you move?
Can you breathe?
Can you eat?

They may then guess which hat the student chose. S/He puts the hat on to show class if they guessed correctly.

L/S/R 6. a) Have students make statements about living things. Record these statements on sentence strips and place in pocket chart. Illustrate each sentence to help students remember what it says.

Living things can breathe.

Living things can grow.

Living things can move.

Living things can eat.

Living things can drink.

Living things can have babies.

Living things can die.

Chant statements with students as you point to the words. Have them identify specified words. Cut up the strips and have students reconstruct true statements.

Living things	can	eat	.

b) Demonstrate to students how to make the statements from 6a) into questions by rearranging the order of the words. (Teacher will need to have the can card with "Can" on one side and "can" on the other, and the . card with a period [.] on one side and a question mark [?] on the other.)

Can	living things	eat	?

Have students practice making questions and statements.

c) Make questions substituting [non-living] for [living].

e.g.

[Can] [non-living things] [eat] [?]

Have students respond orally. Record their responses.

e.g., [Non-living things] [can't] [eat] [.]

R d) Provide students with individual cut and paste stencils to do the above activity.

L/S/R 7. Replace word cards **Living/Non-living** with pictures. Read questions to students. Have them answer orally first, then attempt to construct a response using the word and picture cards.

e.g., Teacher: [Can] [ ] [eat] [?]

"Can caribou eat?"

Student: "Caribou can eat."

[ ] [can] [eat] [.]

(Write the word on the other side of the picture card, if you wish to introduce the written form later.)

e.g., [ ] [caribou]

front back

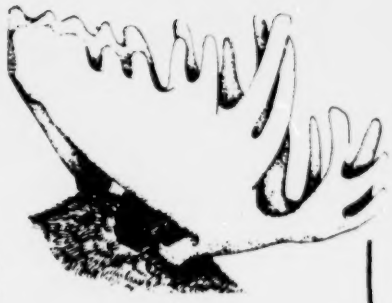
Application

1. Have students cut pictures from magazines of living and non-living things and paste them on coloured paper. They may then dictate or write sentences beneath the pictures. Have them share their work with the rest of the class.

e.g.,

Caribou can eat.
Caribou can move.
Caribou can drink.

A caribou is a living thing.



2. a) Make a "Snap" game by mounting pictures of living and non-living things on playing cards. Divide the cards evenly between players (2-4 players). Players each turn one card over at the same time. When two cards are of the same classification, i.e. living/non-living, the first player to call "living" or "non-living" gets to keep the cards. The player with the most cards after all have been played is the winner.

   b) Students working in pairs can use the same cards for sorting. Have each student justify to the other which group his card fits when he turns it over.

   e.g., It's living because it can _____.

   or

   It's non-living because it can't _____.

3. Have students describe themselves using vocabulary they already know, as well as new vocabulary from the lesson:

   I can breathe.
   I can talk.
   I can see.
   I can walk.

   I can jump.
   I can run.
   I can hop.
   I can have fun.

LESSON: NEEDS OF LIVING THINGS

As this lesson emphasizes language related to science concepts, you may wish to teach it during your Science period.

English Vocabulary (* actually developed in this lesson)

* food
* air
* water
* names of living/non-living things

English Sentence Patterns (* actually developed in this lesson)

* A _____ is a living/non-living thing. (review)
* Does a _____ need _____? (L & S only)
* A _____ needs _____.
* A _____ doesn't need _____.

English Language Concepts (* actually developed in this lesson)

Contractions (doesn't)

Special Materials Required

Pictures of living/non-living things

Concept Development/Language Exposure

1. a) Review living/non-living things: Sort pictures into two boxes labelled LIVING and NON-LIVING.

b) Make a chart on the board:

needs air	needs water	needs food

Hold up a picture from one of the boxes and place it on the chart. Ask questions of the students: e.g., Does a dog need air?
Does a dog need water?
Does a dog need food?

	needs air	needs water	needs food
	✓	✓	✓
	x	x	x

When you have done this exercise with several pictures, ask students to tell you what is the same about the things that need air, water and food (i.e., They are all living things.) and what is the same about the things that don't need air, water and food (i.e., They are all non-living things.).

c) Review the chart, modelling the sentence patterns.

e.g., A dog is a living thing.
A dog needs air.
A dog needs water.
A dog needs food.

A rock is a non-living thing.
A rock doesn't need air.
A rock doesn't need water.
A rock doesn't need food.

Language Practice

L 1. Hold up a picture and make statements about it. Students clap every time they hear a correct statement. Use vocabulary with which students are familiar.

e.g.,

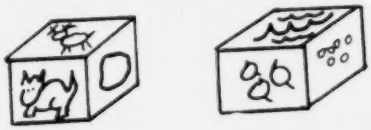
A wolf is a living thing. (clap)
A wolf needs bubble gum.
A wolf doesn't need water.
A wolf needs air. (clap)

L/S 2. Put pictures of living/non-living things in a bag. Seat students in a circle and pass the bag while music plays. When the music stops the student holding the bag reaches in and takes a picture. S/he then responds to question/s asked by the teacher.

e.g., Teacher: Does a wolf need food?
Student: A wolf needs food.
Teacher: Does a wolf need air?
Student: A wolf needs air.

This could also be done as a chain drill: The student holding the picture asks questions of the next student.

S 3. Paste a picture of a living/non-living thing on each side of a cube. Paste a picture (or write word) of food, air or water on each side of another cube. Student rolls each cube, then makes a statement.



"A wolf needs water."

S 4. Singing game (tune: London Bridge) Two students hold hands and form an arch. The rest of the students walk under the arch as they sing:

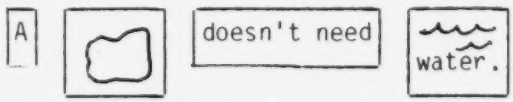
A living thing needs air and food,
air and food,
air and food,
A living thing needs air and food, and water.

On the word 'water' the students forming the arch bring it down and catch a student between their arms. The student reaches into a bag, pulls out a picture and makes statements about it.

e.g.

A rock is a non-living thing.
A rock doesn't need food.
A rock doesn't need air.
A rock doesn't need water.

R 5. Make picture cards depicting air, food and water. Use these, along with pictures of the animals and word cards, to make statements.

e.g., 

After several demonstrations, have students work with the cards to construct other statements.

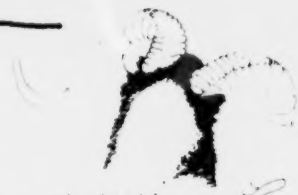
R 6. Write the words 'water, air, food' together on a sentence strip (several times), leaving no spaces between the words:

waterairfood air waterfood water airfoodwater

Have students cut the sentence strip into individual words.

R 7. Write sentences on sentence strips. Cut one word out of each sentence. (Keep the remaining parts of the sentence together with a paper

clip.) Mix together all of the cut-out words and seat students around them. Place one of the incomplete sentences in the pocket chart and call a student's name. That student must choose a word that can be used (correctly) in the sentence, insert it in the pocket chart, then read the sentence to the others.



e.g. [A] [rock] [need water.] [doesn't]

"A rock doesn't need water."

Application

1. Read the following story to students. Discuss the differences between living and non-living things. Why did Rock decide it was safer to be "just a rock?" What might have happened if Rock was a living thing?

The Little Rock

By S. Stewart and B. Britton

Once upon a time there was a little rock. It was very sad. It wanted to be a living thing and do all the things that living things can do.

Everyday Rock sat and thought, "I wish, I wish, I wish I were a living thing."

Suddenly one day something happened! Rock began to grow a nose. He could breathe. (Living things needs air.)

Then Rock grew eyes, ears and a mouth.

Soon Rock was very hungry. (Living things need food.)

He looked around and saw some berries growing by the river. "How can I get to them?" he wondered.

He felt something happening - he was growing legs!

He ran over to the river and began to gobble berries. Then he was thirsty, so he had a nice cool drink from the river. (Living things need water.)

Rock was very happy to be a living thing.

The next day, Rock was sitting by the river eating more berries when he heard a loud growl. He looked up and saw a huge, hungry wolf. First the wolf sniffed Rock, then he opened his mouth and was ready to eat Rock. Rock was terrified. He lay very still and pretended that he was just an ordinary rock. Wolf sniffed again and said, "Yuck, I don't eat rocks." Then he walked away.

"Maybe it's safer to just be a rock," thought Rock.

Science/Social Studies

1. Look for animal tracks in the snow. Determine which animal made the tracks, how it was moving, etc.
*2. Make a collection of animal skulls, bones, teeth, fur, claws, etc. Match the parts to pictures of the animals they came from.
*3. Make a chart listing the various attributes of animals (antlers, hooves, claws, etc.) Students draw or cut out pictures of animals and place them in appropriate categories.
*4. Develop lists of characteristics of the various animals studied. Record on charts. Discuss ways in which the animals are the same and ways in which they are different.
*5. Practice making animal sounds.
6. Make a chart showing how animals move.

walk	run	swim	jump	crawl	??

Paste pictures of appropriate animals in each column.

Teacher's Notes

These are possible activity ideas for this topic. They can be used in lessons you make up, as enrichment activities, or as learning centre activities. Most can be done in any language. Activities with an * are actually used in the sample lessons which follow. Spaces have been left for you to record your own activity ideas.

ACTIVITY IDEAS

TOPIC B: **APPEARANCE AND BEHAVIOUR**

Math

1. Graph the average weights of the animals being studied.
2. Use animal cutouts for counting, adding, subtracting, etc.
3. Have students arrange cutouts of the animals by size.
4. Make up problems using animals.
   e.g., 20 caribou were by the river. 2 of them were killed by a wolf. How many were left?

Language Arts

*1. Make up riddles about animals.
*2. Make books comparing two animals.
*3. Make a Big Book about each animal studied.
*4. Make books about the animals using this pattern:
   _____, _____, do you have _____?
   No, no, no, I have _____.
*5. Make books using frame sentences:
   What can _____? or _____, _____, what can you do?
   A _____ can _____. I can _____. Can you?
*6. Make a large flipbook of the song "Out in the Bush".
*7. Make synonym word wheels.
8. Develop similes about the animals. e.g., "As sly as a weasel."
9. Compare animals using "big, bigger, biggest" and "small, smaller, smallest."

Music, Poems, Stories

* The Animals' Quarrel
* Wolf's Birthday
  "How Do You Travel?"
  "Jump or Jiggle"
* "Out in the Bush"
* "I Talk"
* "Walking Through the Forest"
* A Ride With Mr. Grumpy
* Whose Feet Are These?

Art

*1. Trace around stencils of animals. Decorate them with crayons, scraps of fur, cotton balls, etc.
*2. Make models of the animals with plasticene or play-dough.

Physical Education/Movement

1. Noah's Ark: Make a list of animals half as long as the list of players. Paste pictures of each animal on two cards. When you finish there should be a card for each player. Shuffle the cards and pass them out. Each student becomes the animal shown on their card, but keeps his identity a secret. On signal, the students begin acting out the sounds, appearances, and typical movements of their animals, with the intention of attracting their mates. The game ends when everyone has found their mates.
*2. Charades: Groups act out statements about the animals. (eg, Caribou have pointed antlers.) Class must guess what the statement is.
*3. "In and Out of the Trees in the Forest."
*4. Act out the story A Ride With Mr. Grumpy.
5. Have students stand in a circle. The first student bounces a ball in rhythm as he calls out a category (i.e., an animal part) three times. On the fourth beat, he passes the ball to the next student who names something in that category (i.e., an animal) three times as s/he bounces the ball. This continues until one student cannot

Special Activities

*1. Animal bingo.
*2. Make "scrambled animal" flipbooks.
*3. Make animal jigsaw puzzles.
*4. Make up silly rhymes about the animals you have studied. Illustrate the rhymes and put them together in a book.
5. Make life sized models of the animals you are studying.

Physical Education/Movement (cont)

think of anything else in the category named. S/He names a new category and the game continues.

e.g., Student #1: Antlers, antlers, antlers
2: Moose, moose, moose
3: Caribou, caribou, caribou
4: Hooves, hooves, hooves
5: Muskox, muskox, muskox

6. Pantomime the ways in which various animals move.

LESSON: APPEARANCE OF LAND ANIMALS

As this lesson emphasizes language related to science concepts, you may wish to teach it during your Science period.

English Vocabulary (* actually developed in this lesson)

names of familiar land animals

* ears	* antlers	* sharp teeth	* humps
* hooves	* horns	* bushy tails	
* claws	* fur	* long tails	
		* stubby tails	

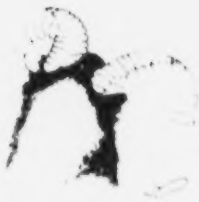
English Sentence Patterns (* actually developed in this lesson)

* How are (the animals) alike? They all have/are _____.
* How are (the animals) different? Some have/are _____.

English Language Concepts (* actually developed in this lesson)

Special Materials Required (See illustrations 7 - 23 and 30 - 41)

Tracing stencils
Pictures of land animals
Pocket chart cards of animal parts



Concept Development/Language Exposure

1. Use real objects and pictures to introduce the concepts of "alike" and "different."

   e.g., Look at the chairs in the classroom. Carry on a conversation with your Classroom Assistant or a puppet. (Be sure to use vocabulary with which students are familiar.)

   Teacher: "How are the chairs alike?"
   C.A.: "They all have four legs."
   Teacher: "How are the chairs different?"
   C.A.: "Some have long legs. Some have short legs."
   "Some are orange. Some are blue."

2. Bring samples of animal skins, horns, antlers, teeth, claws, etc. into the classroom. Allow students to examine the animal parts. Brainstorm words to describe the various parts. Compare the animal parts with human body parts: claws with fingernails, hooves with feet, fur with skin, etc.

3. Pin up large pictures of the land animals. (Teacher may decide which to use.) Encourage students to tell you what they know about these animals. Tell them to examine the pictures closely and ask, "How are the animals alike ?" Model responses using the sentence pattern: e.g., "They all have eyes." Point to the features as they are named.

   Repeat this procedure to determine how the animals differ.

Language Practice

L 1. Have students trace animals and decorate them with crayons, scraps of fur, cotton balls, etc. (You should have at least three of each type of animal.) Give each student one animal. Have students sit in a circle. Make statements such as "Some have antlers." All students holding animals that have antlers should change places. Occasionally make a statement such as "They all have ears." Everyone should get up and change places.

L 2. a) Place three of the animals on the board and ask, "How are the animals alike?" Make several statements. Students clap when they hear a correct statement.

   e.g., Place pictures of hare, wolf and fox on the board.
   "How are the animals alike?"
   "They all have long ears."
   "They all have antlers."
   "They all have fur."

   Students should clap when they hear the last statement.

L b) Repeat the above activity with statements about how the animals are different.

e.g., "How are the animals different?"
"Some have bushy tails."
"Some have hooves."
"Some have sharp teeth."

Students should clap when they hear the first and last statements.

L/S c) To use these activities for speaking practice, have students repeat the correct statements.

L 3. Place all of the animal pictures on the board. Tell students that you are going to give them some clues so that they may guess which animals you are thinking of:

e.g., Teacher: "They all have fur."
"They all have sharp teeth."
"They all have claws."

Students point to or name all the animals that fit the description.

L/S 4. Substitution drill: Teacher makes a statement, then provides another word for students to substitute.

e.g., Teacher: "They all have ears. Eyes."
Students: "They all have eyes."

or

Teacher: "Some have bushy tails. Stubby tails."
Students: "Some have stubby tails."

You may wish to point to the appropriate pictures as you make the statements.

S/R 5. a) Place pictures of three of the animals on the board. Ask students, "How are the animals alike?" and place sentence strip in pocket chart.

e.g.,

Have students respond using the sentence pattern. Display responses in the pocket chart.

e.g., They all have ears

They all have eyes

etc.

Repeat this procedure to determine how the animals are different.

e.g., How are the animals different?

Some have antlers

Some are brown

Some are black

Read the chart over together. Have students identify specified words (e.g., Point to the word "different.") Remove several word cards and have students replace them in their correct positions.

R b) Place three different animals on the board. Have students take turns constructing statements about their similarities and differences.

Application

1. Have students choose two animals to compare. They may first compose their statements using the sentence strips, then copy the statements into a book. Have them illustrate their books and share them with the rest of the class.

2. Use the sentence patterns to discuss the similarities and differences between the students in your class.

   e.g., How are the students alike?
   They all have arms.
   They all have eyes.
   etc.

   How are the students different?
   Some are tall. Some are short.
   Some have blue eyes. Some have brown eyes.
   etc.

3. Make a chart listing the various attributes of animals. Have students cut out pictures of animals (or draw them) and paste them under the right heading.

antlers	hooves	sharp teeth	claws

LESSON: WHOSE FEET ARE THESE?

As this lesson emphasizes language related to literature, you may wish to teach it during your Language Arts period.

English Vocabulary (* actually developed in this lesson)

* names of familiar land animals

feet	moose	rabbit
	beaver	
	lynx	
	squirrel	
	bear	

English Sentence Patterns (* actually developed in this lesson)

* Whose _____ are these?
* A _____ of course.

English Language Concepts (* actually developed in this lesson)

Possessives

Special Materials Required

Book: Whose Feet Are These?
Pocket chart cards

WHOSE FEET ARE THESE

Based on the original Animals of Course! Feet
by Jill Bailey
G.P. Putnam's Sons
New York, 1984
Adapted by M. Gilmour and C. McGregor

Whose feet are these?
A moose's of course.
Whose feet are these?
A rabbit's of course.
Whose feet are these?
A beaver's of course.
Whose feet are these?
A lynx's of course.
Whose feet are these?
A squirrel's of course.
Whose feet are these?
A bear's of course.
Whose feet are these?
They're mine of course!

Concept Development/Language Exposure

1. Read the book to students. Let them try to guess who the feet belong to before you turn the page and expose the answer.

2. Look carefully at the pictures of each animal's feet. Ask students to describe the feet (e.g., furry, webbed, hooves, etc.) How are the animals' feet adapted for their environment?

3. Read the story again. Encourage students to 'read along.'

Language Practice

L 1. True/False: Hold up one of the pocket chart cards and ask your CA (or use a puppet), "Whose feet are these?" CA responds using the sentence pattern. Students determine if responses are true or false.

L/S 2. Flashlight drill: Shine the flashlight on one of the pocket chart cards and ask, "Whose feet are these?" Students respond using sentence pattern. (Let students take turns shining the flashlight and asking the question.)

L/S 3. Chain drill: Distribute pocket chart cards to students. First student holds up his/her picture and asks, "Whose feet are these?" Next student answers, "A _____ of course," then holds up his/her picture and asks question, etc.

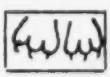
L/S 4. Have students stand in a circle. Place one of the pocket chart cards face down in the centre. Walk around the outside of the circle, eventually stopping and touching two students on their shoulders. Ask, "Whose feet are these?" The two students must race around the outside of the circle in opposite directions. The first one to enter the circle, pick up the card and respond to the question is the winner. S/he then takes teacher's place.

Place the sentence strip at the top of the pocket chart.

Whose feet are these?

S/R 5. a) Place a pocket chart card in the chart and read the question as you point to the words. Have students respond using the sentence pattern. Write the response on a sentence strip and place it next to the picture. Repeat with each picture.

Whose feet are these?

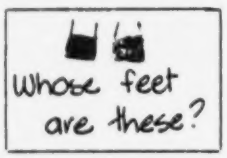
	A moose's of course.
	A bear's of course.

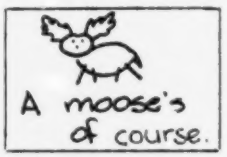
b) Chant with students as you point to the words. Have them identify key words (e.g., "Where does it say moose's?") Remove the sentence strips from the chart and have students replace them next to the correct pictures.

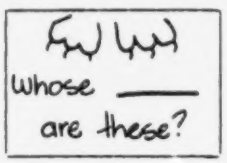
c) Tape record the students' chanting. Place the tape along with the book in the Listening Centre.

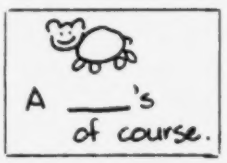
R/W 6. Make individual books using the vanishing technique for students to complete.

e.g.,



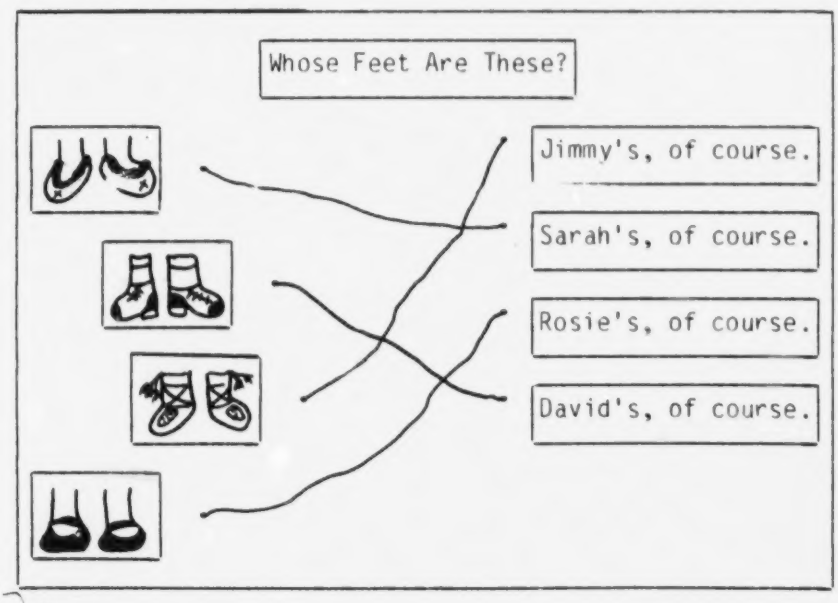






Application

1. Take a polaroid photo of each student's feet (have them wear some type of footwear). Make a bulletin board:



Students match the pictures to the correct names.

63

2. Make books using the same structures.

e.g., Whose eyes are these?
shoes
clothes
etc.

LESSON: THE ANIMALS' QUARREL

As this lesson emphasizes language related to literature, you may wish to teach it during your Language Arts period.

English Vocabulary (* actually developed in this lesson)

* bear
* wolverine
* wolf/wolves
* hare/hares
* caribou
* fox/foxes
* handsome
* beautiful fur
* sharp teeth
* long ears
* pointed antlers
* bushy tails
* quarrel, quarreling

English Sentence Patterns (* actually developed in this lesson)

* _____ have _____.

English Language Concepts (* actually developed in this lesson)

Special Materials Required (See illustrations 7 - 23)

Book
Magnetboard or felt figures
Bingo cards
Large outlines of animals

THE ANIMALS' QUARREL

Based on the original The Best of All
From Lambchops' Play Along Storybook
By Shari Lewis and Jacquelyn Reinach
Scholastic, 1983
New York
Adapted by S. Stewart and B. Britton

Bear was very tired. He curled up into a big, furry ball and fell asleep by the river.

Along came Wolverine. He looked at himself in the river for a long time. "Wolverine are handsome animals," he said. "Wolverine have beautiful fur. Wolverine are the best animals."

"Oh, no they're not!"

Wolverine looked around. It was Wolf. Wolf was mad. "Wolves have sharp teeth. Wolves are the best animals."

"Oh, no they're not!"

Wolf looked around. It was Hare. Hare was mad.

"Hares have long ears. Hares are the best animals."

"Oh, no they're not!"

Hare looked around. It was Caribou. Caribou was mad.

"Caribou have pointed antlers. Caribou are the best animals."

"Oh, no they're not!"

Caribou looked around. It was Fox. Fox was mad.

"Foxes have bushy tails. Foxes are the best animals."

"Oh, no they're not!" shouted the other animals.

They began to quarrel. They shouted louder and louder and louder. What a noise!

"Be quiet!" yelled an angry voice. "How dare you wake me up!" It was Bear. Bear was very mad.

"Why are you quarreling?" he asked.

"We're quarreling about who is the best animal," said Fox.

"You silly animals. Animals are different in some ways but you are all special. You are all the best in your own way. NOW GO AWAY AND LET ME GET SOME SLEEP!"

Concept Development/Language Exposure

1. Tell the students that you are going to tell them a story called The Animals'Quarrel. Ask if anyone knows what the word "quarrel" means. Relate examples of quarrels: e.g., Two children arguing about a toy. Have students tell about quarrels that they have had.

2. a) Read the book to students. Point out the particular feature of each animal as you read about it.

   b) Talk about the story with students:

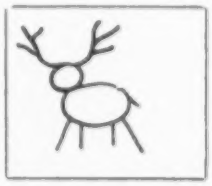
   e.g., Why did the fox think it was the best animal?
   What did Bear mean when he said they were all the best in their own way?
   etc.

   c) Relate the theme of the story to the classroom, i.e., that some students are good artists, others are good readers, etc., but that each of them is special in some way.

3. Develop lists of characteristics of the animals mentioned in the story. Record these ideas on charts.

   e.g.,

Caribou have pointed antlers.
short tails.
hooves.
brown fur.
small ears.



Language Practice

L 1. Tell the story again. Have students take turns placing the appropriate figures on the board.

L 2. Divide class into two teams. Place two chairs at the front of the classroom, one labelled "true" and the other labelled "false." Have one member from each team stand about 3 meters away from the chairs. Make a statement about one of the animals, e.g., "Hares have long ears." The first student to sit on the correct chair earns a point for his/her team.

L/S 3. Provide each student with a Bingo card of animal outlines. Hold up a picture of one of the animals and make a statement about it, e.g., "Wolverine have sharp teeth." Students repeat the statement and look at their cards. If that animal outline appears on their card have them cover it with a marker. The first person to cover every square is the winner. That person must say all the names of the animals on the cards and state one characteristic of each.

(Play variations of this game as in regular Bingo, i.e., first person to cover an X, diagonal line, four corners, etc. is the winner.)

L/S 4. Substitution drill: Teacher makes a statement, then provides a word for students to substitute. Students repeat the statement with the substituted word.

e.g., Teacher: "Wolverine have beautiful fur. Sharp teeth"
Students: "Wolverine have sharp teeth."

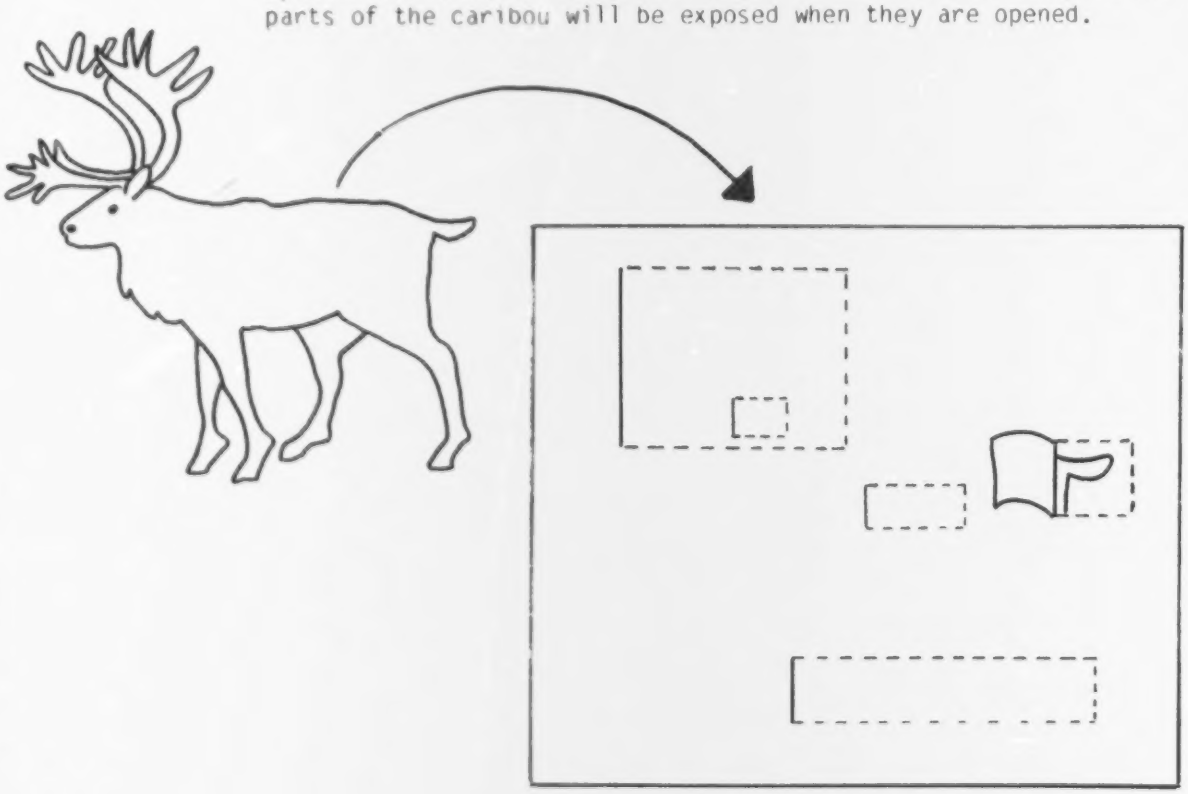
Do this as a group activity first. Later you may ask individuals to respond.

S 5. Charades: Divide class into groups of 2-3 students. Give each group a statement which they must act out.

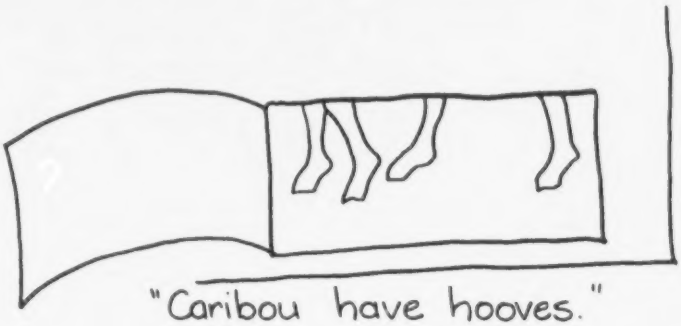
e.g., "Wolves have sharp teeth."

Other students try to guess what the statement is.

S 6. a) Tape a large picture of a caribou on the board. Cover it with a piece of mural paper in which you have cut "doors" that may be opened and closed. Position these "doors" so that only certain parts of the caribou will be exposed when they are opened.



Open one of the "doors." Have students guess what the animal is, then make a statement about the exposed part.



R b) Make up sentence strips:

Caribou have pointed antlers.

Caribou have small ears.

Caribou have brown fur.

Caribou have short tails.

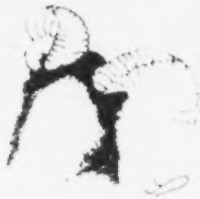
Caribou have hooves.

Repeat 6a). Place the appropriate sentence strip beside the open "door" (As students make statements). Repeat the statement with students while pointing to the words. Remove sentence strips and have students replace them next to the correct "doors."

Repeat these activities with the other animals: wolverine
wolf
hare
fox

Application

1. Divide class into five groups. Assign an animal to each group. Have them make a Big Book describing the animal. Have each group share its book with the class.



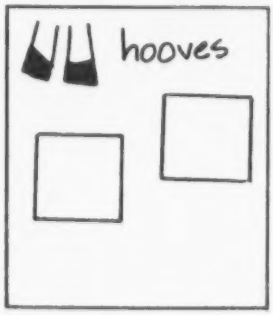
2. Make "scrambled animals" flip-books. Have students describe the "animals" they create.

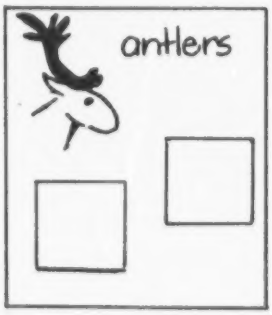
3. Paste large pictures of animals onto cardboard and cut into simple jigsaw puzzles. Have students work in pairs to put the puzzles together.

4. Have students make models of the animals with plasticene or play-dough.

5. Label large pieces of paper with the various characteristics of animals (or draw these characteristics). Have students sort pictures of animals and place them on the appropriate papers. (Some animals will fit in more than one category.)

   e.g.,





6. Have students write and illustrate books (individually or in groups) based on this pattern:

   e.g., Bear, bear do you have a bushy tail?
   No, no, no, I have a stubby tail.

LESSON: WHAT CAN YOU DO?

As this lesson emphasizes language related to literature, you may wish to teach it during your Language Arts period.

English Vocabulary (* actually developed in this lesson)

* action words

e.g., jump
run
swim
wriggle
leap
etc.

dig
fight

English Sentence Patterns (* actually developed in this lesson)

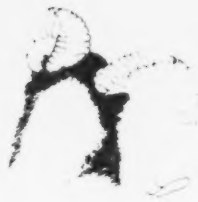
* What can you do?
* I can _____.
* What can a _____ do?
* A _____ can _____.

English Language Concepts (* actually developed in this lesson)

Past tense (run/ran, hide/hid, swim/swam)

Special Materials Required (See illustrations 7 - 23)

Outline figures



Concept Development/Language Exposure

1. Discuss the activities of animals that the students may have observed. (Use the sentence pattern, "What can a _____ do?") Model the students' ideas using the sentence pattern "A _____ can _____."

2. Tell the following story using visuals and appropriate actions.

WOLF'S BIRTHDAY

By S. Stewart and B. Britton

"It's my birthday today," said Wolf. "I want a feast. Who will it be?"
"Oh no," cried all the animals. "Not me! Not me! I don't want to be your feast."
"I can hunt," said Wolf. "I have strong legs and I can run. I have sharp teeth and I can bite. I can hunt and kill."

The first animal Wolf saw was Caribou.
"What can you do Caribou?" asked Wolf.
"I can run," said Caribou. "I have long legs and I can run faster than you."
And Caribou ran away with his friends.

The next animal Wolf saw was Fox.
"What can you do Fox?" asked Wolf.
"I can dig," said Fox. "I have sharp claws and I can dig a den. I can hide from you."
And Fox hid.

Then Wolf saw Beaver.
"What can you do Beaver?" asked Wolf.
"I can swim," said Beaver. "I have webbed feet and I can swim away from you."
And Beaver swam away.

Soon Wolf saw Moose.
"What can you do Moose?" asked Wolf.
"I can fight," said Moose. "I have big antlers and I can fight you."
And Moose stood ready to fight.

Wolf looked at Moose's big antlers.
"I just remembered," said Wolf. "It's not my birthday until tomorrow. Good-bye!"
And Wolf ran into the forest.

Discuss the story with students:

e.g., Why do you think Wolf ran away?
Do you think he was lying when he said, "It's not my birthday until tomorrow."?
What else could Caribou have done to escape from Wolf?
etc.

Retell the story. Have students perform the actions with you at the appropriate times.

e.g., Wolf rubbing tummy, smacking lips, etc.
Caribou running - slap knees with hands.
Moose ready to fight - put hands to head and look fierce.

Language Practice

L 1. a) Hold up one of the animal pictures and ask your C.A. (or a puppet) "What can a _____ do?" C.A. answers "A ____ can ____." Students must indicate by a physical response whether the statements are true or false.

b) Repeat the activity using sentence patterns: "What can you do?"; "I can _____."

L 2. Tape record the lines of each animal. Students must guess which animal is speaking.

e.g., "I have sharp claws and I can dig." (fox)

L/S 3. Teacher performs an action and says, "I can (action)." then asks student "What can you do?"

Student responds, "I can _____." and demonstrates an action.

L/S 4. Act out the story with a small group taking the part of each animal and the teacher taking the part of Wolf.

S 5. Have students stand in a circle with their hands joined and raised to make arches. Pin pictures of the animals to the backs of some students. One student is IT and weaves in and out of the arches while everyone sings:

In and out of the trees in the forest,
In and out of the trees in the forest,
In and out of the trees in the forest,
Come and follow me. (Tune: Where, Oh Where is Dear Little Mary)

IT now stops behind one of the students wearing a picture and must sing a verse about the animal represented:

e.g., A caribou can run fast,
A caribou can run fast,
A caribou can run fast,
Come and follow me.

IT puts his/her arms around the student and they move off together in and out of the arches as the other students sing "In and out..." They then stop behind another student and sing a verse about that animal, etc.

S/R 6. Brainstorm with the students and record ideas to produce charts like the following:

e.g.,

What can a moose do?
A moose can run fast.
A moose can fight.
A moose can swim.
A moose can leap.

What can you do?
I can talk.
I can run.
I can read.
I can sing.

Chant with the students as you point to the words.

Application

1. Stand students in a circle with one student in the middle. This student chants:

   I went out in the bush one day.
   I saw a caribou on the way.
   This is what the caribou can do.
   (Mimes and appropriate action)
   See if you can do it too.

   Other students copy the action and say "Caribou can _____."

   Have students take turns standing in the middle. Allow them to choose an animal.

2. Make books (individual or group) using patterns like the following:

   e.g., a) What can run?
   A caribou can run.
   A wolf can run.
   A fox can run.
   I can run.

   b) Caribou, caribou, what can you do?
   I can run fast. Can you?

3. Learn the poems "How Do You Travel" and "Jump or Jiggle."

77

LESSON: A RIDE WITH MR. GRUMPY

As this lesson emphasizes language related to literature, you may wish to teach it during your Language Arts period.

English Vocabulary (* actually developed in this lesson)

* Mr. Grumpy
* skidoo
* toboggan
* children
* squirrel
* fox
* wolf
* wolverine
* moose
* squabble
* chatter
* whine
* howl
* snarl
* bellow

English Sentence Patterns (* actually developed in this lesson)

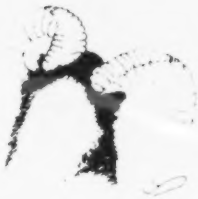
* "Can I/we come with you?" asked the _____.
* "Yes, but don't _____," said _____.
* The _____ began to _____.

English Language Concepts (* actually developed in this lesson)

Use of quotation marks
Contractions (don't)

Special Materials Required

Book
Stencils



A RIDE WITH MR. GRUMPY

Based on the original Mr. Gumpy's Outing
John Burningham
Holt, Rinehart and Winston, 1971
Adapted by M. Gilmour

This is Mr. Grumpy.
Mr. Grumpy has a skidoo and a big toboggan.
He decided to go for a ride.
"Can we come with you?" asked the children.
"Yes, but don't squabble," said Mr. Grumpy.
"Can I come with you?" asked the squirrel.
"Yes, but don't chatter," said Mr. Grumpy.
"Can I come with you?" asked the fox.
"Yes, but don't whine," said Mr. Grumpy.
"Can I come with you?" asked the wolf.
"Yes, but don't howl," said Mr. Grumpy.
"Can I come with you?" asked the wolverine.
"Yes, but don't snarl," said Mr. Grumpy.
"Can I come with you?" asked the moose.
"Yes, but don't bellow," said Mr. Grumpy.
For a little while they all rode happily along.
Then...
The children began to squabble.
The squirrel began to chatter.
The fox began to whine.
The wolf began to howl.
The wolverine began to snarl.
The moose began to bellow.
The toboggan tipped over and they all fell into the snow.
"Hop back in," said Mr. Grumpy, "and we'll go to my house for tea."

Concept Development/Language Exposure

1. a) Read the book to students.

   b) Introduce the characters one at a time. (Point to them in the book as you say "This is the _____." "These are the _____.")

2. Retell the story (with the book) stopping after each new character has been introduced.

   e.g., "Can we come with you?" asked the children.
   "Yes, but don't squabble," said Mr. Grumpy.

   Ask students questions and/or provide explanations of the vocabulary.

   e.g., Can you guess what the word 'squabble' means?
   Do you 'squabble' with your friends or your family sometimes?
   What other words mean the same as 'squabble'?
   etc.

3. Review the sounds/actions that each character does. Have students imitate these.

   e.g., Howl like a wolf
   Snarl like a wolverine
   Bellow like a moose
   etc.

4. Read the story again. Encourage the students to chime in with you and/or provide sound effects.

Language Practice

L 1. a) Provide each student with a stencil showing the characters in the story. Have students colour and cut out each figure. As you tell the story, have them place the appropriate figures on their tables.

   e.g., This is Mr. Grumpy. (Students place Mr. Grumpy on tables.)Mr. Grumpy has a skidoo and a big toboggan. (Students place skidoo and toboggan next to Mr. Grumpy.)

L b) Assign each student one of the characters and give them a picture card to wear. As the teacher tells the story, students stand up whenever they hear their characters mentioned.

L/S c) As you say the line "The _____ began to _____." have students make appropriate actions.

L/S 2. Oral cloze activity: Tell the story using the pictures in the book. Omit key words; have student provide these words:

Teacher: points to Mr. Grumpy
"This is _____."
Students: "Mr. Grumpy."

Teacher: "The wolf began to ____ ."
Students: "howl"

L/S 3. a) Divide students into two groups: one group will chant Mr. Grumpy's lines, the other will chant the children's/animals' lines. The teacher will act as narrator. You may wish to use props as you chant.

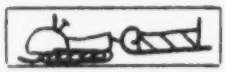
b) Have individual students act out the story using props (cardboard skidoo and toboggan; masks) or stick puppets (glue figures from activity #1 on tongue depressors).

L/R 4. a) Read the book with students. Encourage them to "read along" with you. Have them point out key words/phrases (e.g., Where does it say 'Mr. Grumpy'?).

b) Place the book along with a cassette tape in the listening centre.

S/R 5. a) Make sentence strips, word cards and picture cards for the story. Chant with students as you "build" the story in the pocket chart.

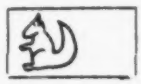
This is Mr. Grumpy.

 Mr. Grumpy has a skidoo and a big toboggan.

He decided to go for a ride.

"Can I come with you?" asked the

"Yes, but don't squabble," said Mr. Grumpy.

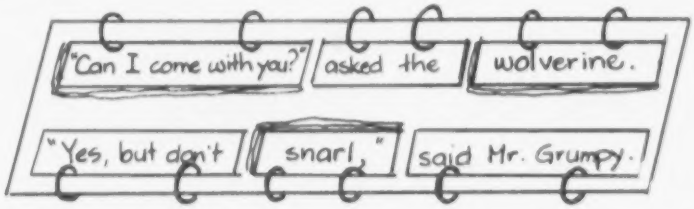
"Can we come with you?" asked the 

"Yes, but don't chatter," said Mr. Grumpy.

etc.

Chant again as you point to the words.

b) Make flipbooks for students to use individually or in pairs.



Application

1. Have students work in groups to write their own versions of the story (They may change the mode of transportation, the types of animals, the name of Mr. Grumpy, etc.). Have them present their stories to the rest of the class in the form of a Big Book, T.V. story, etc.

2. Act out the original story for other classes using props and costumes.

3. Talk about the sounds that other animals make (domestic as well as wild). Have students practice making the sounds. Write your own version of the poem I Talk by Magdalen Eichert.

4. Learn the poem "Walking Through the Forest." Have students practice making the animal noises. Have half the class chant the poem while the other half makes sound effects. Make up new verses for the poem.

5. Make synonym word wheels. Display them for future reference. (Students may add to them over the year.)

LESSON: OUT IN THE BUSH

As this lesson emphasizes language related to poetry, you may wish to teach it during your Language Arts period.

English Vocabulary (* actually developed in this lesson)

* moose
* bear
* lynx
* caribou
* marten
* weasel
* bison
* underwear
* shampoo
* kindergarten
* easel
* half-ton

English Sentence Patterns (* actually developed in this lesson)

* Did you ever see a _____?

English Language Concepts (* actually developed in this lesson)

Rhyming words

Special Materials Required (See illustrations 43 - 49)

Illustrations
Overhead projector and transparencies
Flipbook

OUT IN THE BUSH

(Tune: Down by the Bay)
Adapted by M. Gilmour

Out in the bush
Where the willows grow,
Back to my home
I dare not go,
For if I do
My momma will say:

1. Did you ever see a moose
With his front tooth loose
Out in the bush?

2. Did you ever see a bear
Wearing red underwear
Out in the bush?

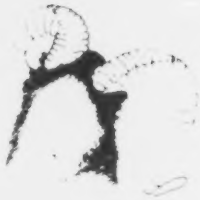
3. Did you ever see a lynx
That smokes and drinks
Out in the bush?

4. Did you ever see a caribou
Having a shampoo
Out in the bush?

5. Did you ever see a marten
Going to kindergarten
Out in the bush?

6. Did you ever see a weasel
Painting at an easel
Out in the bush?

7. Did you ever see a bison
Driving in a half-ton
Out in the bush?



Concept Development/Language Exposure

1. Sing the song to students. Expose each cartoon on the overhead projector as you sing the corresponding verse.

2. Sing the song again (with overhead transparency). Encourage students to join in as you sing the chorus.

Language Practice

L 1. Cross-over: Divide the class into two groups. Pin a cartoon to each student. (Several students will have the same cartoon.) Have one student stand in the centre between the groups. Teacher sings one verse of the song. The students wearing the appropriate cartoon should try to change places before the student in the centre reaches one of the spaces.

L/S 2. "Echo singing" with visuals.

e.g., Teacher: "Out in the bush"
Students: "Out in the bush"
Teacher: "Where the willows grow"
Students: "Where the willows grow"
etc.

L/S 3. Oral cloze: Teacher sings the song omitting key words/phrases. Students supply these words/phrases.

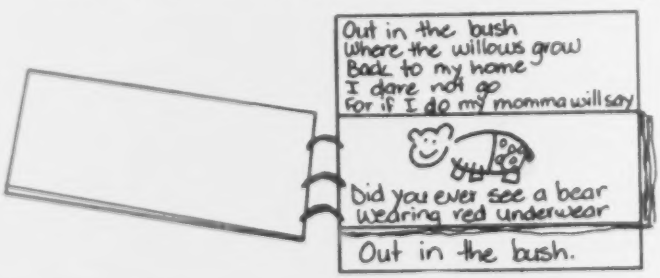
e.g., Teacher: "Did you ever see a moose
With his _____?"
Students: "front tooth loose."

L/S 4. Teacher sings introduction then shows one of the cartoons on the overhead. Students must sing the appropriate verse.

L 5. Place the figures along with a cassette tape of students singing the song in the Listening Centre.

R 6. Make individual books for students. Have them read along as they sing.

R 7. Make a large flipbook. Sing the song with students as you point to the words.


Out in the bush
Where the willows grow
Back to my home
I dare not go
For if I do my momma will say
Did you ever see a bear
wearing red underwear
Out in the bush.

Have students identify key words (bush, momma, bear, underwear, etc.)

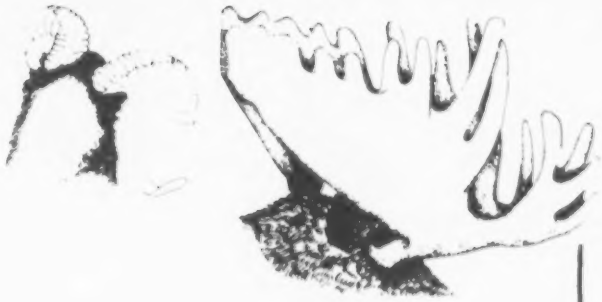
Application

1. Brainstorm other animal names and words that rhyme with them. Have students use these ideas to make up new verses for the song. Add their verses to the flipbook.

2. Make up silly rhymes about the animals in your area:

   e.g., Does a moose drink juice?
   Does a mink ever think?
   Does a bear curl its hair?
   Does a squirrel knit and purl?
   Does a fox wear bright socks?

   Have students illustrate their rhymes and put them together to make books.



Science/Social Studies

*1. Match pictures of animals to pictures of their homes.
*2. Brainstorm the various types of homes in which people live.
*3. Invite a wildlife officer and/or trapper into your classroom. Discuss the ways in which we can help to care for animals' homes.
4. Discuss the ways in which various animals are adapted to survive in their environments. Discuss whether the animals could live in other places. (e.g., Could a caribou live in the ocean? Why not?)
5. Have students name animals that live in other areas. Ask them why these animals might have a difficult time living in your area. (e.g., Why would a crocodile have a hard time living in Snowdrift?)

Teacher's Notes

These are possible activity ideas for this topic. They can be used in lessons you make up, as enrichment activities, or as learning centre activities. Most can be done in any language. Activities with an * are actually used in the sample lessons which follow. Spaces have been left for you to record your own activity ideas.

ACTIVITY IDEAS

TOPIC C: **ANIMAL HOMES**

Math

Language Arts

*1. Make up fingerplays about animals and their homes.
*2. Make up riddles describing the animals and where they live.
*3. Make books about the animals' homes.
A _____ lives _____.
4. Learn vocabulary which describes the various environments.

Music, Poems, Stories

* "Where Do You Live?"
* "A Wolf Lives in a Den"
"Where Is The Bear?"
A House is a House For Me

Art

*1. Make a 3-D model showing the homes of various animals.
2. Make dioramas showing the animals in their habitats.
3. Have students cut out pictures of animals and mount them on sheets of paper. They can then colour in appropriate surroundings.

77

Physical Education/Movement

*1. Animal Tag.

Special Activities

1. Maze: Help the animals find their homes.

LESSON: WHERE DO YOU LIVE?

As this lesson emphasizes language related to poetry, you may wish to teach it during your Language Arts period.

English Vocabulary (* actually developed in this lesson)

* bush
* mountains
* den
* hole
* lodge
* city
* town
* village
* house
* apartment
* tent

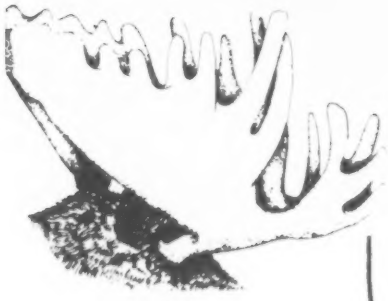
English Sentence Patterns (* actually developed in this lesson)

* Do you live in a/the _____? No! No! No! A _____ lives _____.
* Where do you live? I live in a/the _____.
* Where does a _____ live? A _____ lives _____.

English Language Concepts (* actually developed in this lesson)

Special Materials Required

Outline figures of animals and their homes
Stencil of sentence strips and pictures



WHERE DO YOU LIVE?

Adapted by M. Gilmour

Based on the original Where Do You Live?
Marlene and Robert McCracken
Leswing Press, 1973

Do you live in a den?
No! No! No! A wolf lives in a den.

Do you live in a lodge?
No! No! No! A beaver lives in a lodge.

Do you live in a hole?
No! No! No! A mouse lives in a hole.

Do you live in the mountains?
No! No! No! A Dall's Sheep lives in the mountains.

Do you live in the bush?
No! No! No! A moose lives in the bush.

WHERE do you live?

Where DO you live?

Where do YOU live?

Note to teachers: Wolves occupy dens only in the spring when pups are being born.

Concept Development/Language Exposure

1. Brainstorm the places where various animals live. (Use sentence pattern "Where does a _____ live?) Model students' responses using the pattern "A _____ lives _____."

2. a) Tell the story "Where Do You Live" using flannelboard or magnetboard figures.

   e.g., "Do you live in a den?" (Place den on board)
   No! No! No! (shake head) A wolf lives in a den. (Place wolf beside den.)
   etc.

   b) Brainstorm the various places/types of homes where people live (e.g., city, settlement, town, etc/house, apartment, tent, etc.). Model these examples using the sentence pattern "I live in a _____."

3. Make up finger rhymes like the following:

   A wolf lives in a den. (Make hole with fingers and thumb.)

   A beaver lives in a lodge. (Make lodge shape by intertwining fingers of both hands.)

   A mouse lives in a hole. (Make hole with index finger and thumb.)

   And I live in a house. (Touch fingertips with hands spread apart at bottom.)

   Recite them several times with appropriate actions before asking students to join in.

4. Sing the following song, placing the animals in the appropriate homes as they are mentioned.

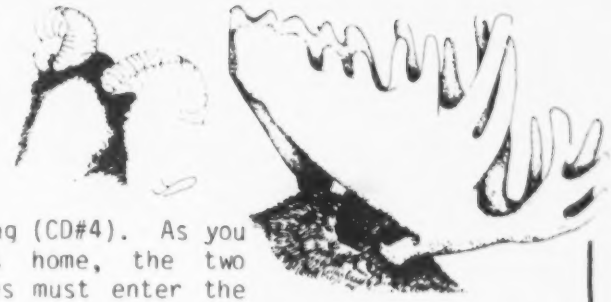
   (Tune: The Farmer in the Dell)

   Verse 1: A wolf lives in a den.
   A wolf lives in a den.
   Hi ho, Mackenzie oh
   A wolf lives in a den.

   Verse 2: A beaver lives in a lodge.
   Verse 3: A mouse lives in a hole.
   Verse 4: A Dall's Sheep lives in the mountains.
   Verse 5: A moose lives in the bush.

Language Practice

L 1. Flashlight drill: Tape pictures of the various homes around the room. Have students take turns shining a flashlight on the correct home as you call the word.



L 2. Pin animal pictures on some students and home pictures on others. Have all students join hands in a circle and walk around as you sing the song (CD#4). As you mention each animal and its home, the two students wearing those pictures must enter the circle and join hands.

L 3. Provide each student with a stencil of the various animals and homes to colour and cut out. Tell the story (CD#2) and have students hold up appropriate animals and homes as you mention them.

L 4. Make up riddles describing the animals and where they live. (Be sure to use vocabulary that students know.) Students can hold up the correct animal picture and/or call out its name.

e.g., I am big.
I have antlers.
I live in the bush.

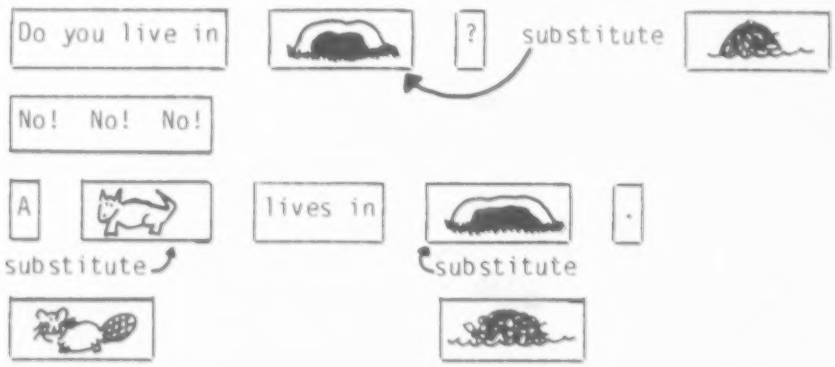
L/S 5. a) Hold up picture of one of the animals and ask, "Where does a ___ live?" Students respond, "A _____ lives _____." and hold up a picture of the appropriate home.

b) Chain drill: Pass out animal pictures. Teacher begins by holding up picture and asking first student, "Where does a _____ live?" Student responds "A _____ lives _____," then holds up his/her picture and asks next student, "Where does a _____ live?"

c) Repeat a) and b) substituting "Where do you live?" and "I live in _____." and using pictures of peoples' homes.

L/S 6. Teacher asks questions from story (CD#2), "Do you live in _____?" Students chant together, "No! No! No! A _____ lives in _____." (After some practice, you may divide the class into two groups and have one ask the question and the other respond.)

S/R 7. a) Place sentence strips in the pocket chart as you chant the story. Substitute pictures for each new question/answer pair.

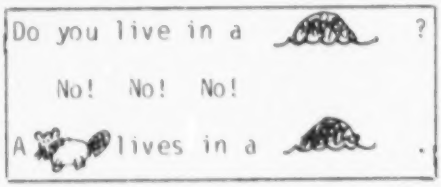
e.g., 

Have students point to words/phrases that you specify, e.g., "Show me where it says No! No! No!" Remove pictures. Have students take turns making new question/answer pairs and reading them to the rest of the class.

(Note: If you wish to substitute word cards for pictures, be sure to do several sight word activities first.)

S/R b) Write the story on a chart. Chant several times, pointing to the words and pictures.

e.g.,



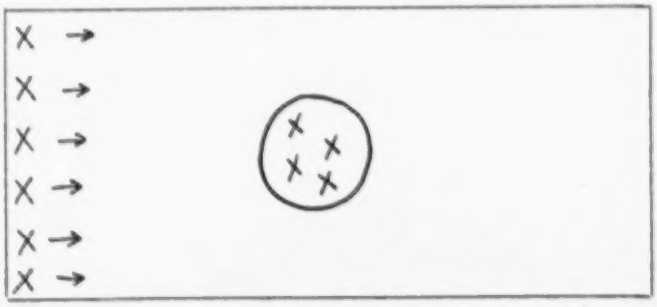
R c) Provide each student with a stencil. Have them cut and paste the sentence strips and pictures to reconstruct the story. Be sure that the chart is available for them to use as a model.

R/W 8. Provide students with a large sheet of drawing paper with the question "Where do you live?" written across the top. Have them draw a picture of their homes, then write or dictate a statement below (e.g., I live in _____.).

W 9. Have students use their animal and home cut-outs (from LP#3) to make a book. They may paste one animal and its home on each page and write or dictate a statement at the bottom (e.g., A _____ lives _____.).

Application

1. Animal Tag: Mark off an area in the centre gym with masking tape. This is the "den." Pin wolf pictures on three or four students and have them stand in the den. The other students line up on one side of the gym.



The "wolves" chant: "I am the wolf. I live in a den." The other students then chant, "Wolf, wolf come out of your den. Come and catch me," and try to run to the other side of the gym. The "wolves" must tag as many students as they can. Those tagged should go and sit in the "den."

Repeat the game, substituting the names of other animals and homes (e.g., "I am a moose. I live in the bush.")

2. Make a 3-D model on a tabletop or in the sand table showing the homes of the various animals. Arrange bush and rocks to represent the forests and mountains. Use tinfoil for lakes, blue crepe paper for rivers, etc. Make the animals from plasticene and place them in their homes.

3. Read and discuss the poem "Where Is The Bear?" Where do other animals live when it is very cold?

Related Activities

1. Invite the wildlife officer and a trapper to visit your classroom to discuss the ways in which we can help to care for the animals' homes. Why is it important that we do care for animals' homes?

Science/Social Studies

*1. Sort pictures of food items eaten/not eaten by the various animals.
*2. Compare the foods eaten by animals and people. Do we eat some of the same things?
3. Talk about animals that eat only plants (herbivores), animals that eat only other animals (carnivores), and animals that eat both plants and animals (omnivores).
4. Discuss simple food chains. Students may illustrate these: e.g., water plants —> moose —> man

Teacher's Notes

These are possible activity ideas for this topic. They can be used in lessons you make up, as enrichment activities, or as learning centre activities. Most can be done in any language. Activities with an * are actually used in the sample lessons which follow. Spaces have been left for you to record your own activity ideas.

ACTIVITY IDEAS

TOPIC D: **FOOD**

Math

93

Language Arts

*1. Divide class into groups. Each group chooses an animal and does research to determine the foods it eats. The group presents this information to the class in the form of a Big Book, T.V. Story, mural, etc.
2. Write your own northern animal versions of The Very Hungry Caterpillar by Eric Carle.
*3. Make up a menu for an animal restaurant.

Music, Poems, Stories

* The Animals' Picnic

Art

*1. Make large outlines of the animals on mural paper. Have students draw pictures of foods that animals eat and paste them onto the appropriate animals.
2. Make mobiles showing the foods eaten by each animal.

Physical Education/Movement

1. Food chain game: Students form a circle. Teacher stands inside the circle with a ball of string and asks someone to name a plant that grows in the area. That person hold the end of the string. Teacher then asks someone to name an animal that might eat the plant named. The ball of string is tossed to this person. Now ask for another animal that might eat the first animal. Continue connecting the students with string as their relationships emerge.
2. Dramatize The Animals' Picnic.

Special Activities

THE ANIMALS' PICNIC

As this lesson emphasizes language related to poetry, you may wish to teach it during your Language Arts period.

English Vocabulary (* actually developed in this lesson)

* lichen
* hares
* fish
* berries
* leaves
* meat
* plant
* rocks

etc.

* hungry
* thirsty

* bear/s
* otter/s
* caribou
* fox/es

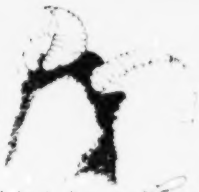
English Sentence Patterns (* actually developed in this lesson)

* What do _____ eat? _____ eat _____.
  _____ don't eat _____.
* Do _____ eat? Yes, they do.
  No, they don't. (exposure only)

English Language Concepts (* actually developed in this lesson)

Special Materials Required (See illustrations 4, 5 and 7 - 23)

Pictures of food/non-food items
Brown paper lunch bags/name labels
Food samples: lichen, fish, berries, hare (made from fur scraps)
Outline figures or puppets of the animals



THE ANIMALS' PICNIC

By S. Stewart and B. Britton

One day Fox, Caribou, Otter and Bear decided to go for a picnic at the lake.
"Let's pack lunch," said Bear. "What do caribou eat?"
"Caribou eat lichen," answered Caribou.
So Bear put some lichen into a bag and wrote Caribou's name on it. (Teacher puts lichen into a lunch bag and labels it 'Caribou'.)

"What do foxes eat?" asked Bear.
"Foxes eat hares," replied Fox.
So Bear put some hares into a bag and wrote Fox's name on it. (Teacher puts "hares" into a lunch bag and labels it 'Fox'.)

"What do otters eat?" asked Bear
"Otters eat fish," said Moose.
So Bear put some fish into a bag and wrote Otter's name on it. (Teacher puts fish into a lunch bag and labels it 'Otter'.)

Off the animals went to the lake. They were very thirsty so they all drank some water from the lake. Then they were hungry. Bear looked at the bags. "Oh, no!" he cried, "I forgot to bring one for me."

Then Bear had an idea! He changed all the names on the bags. (Teacher changes the labels.)
Bear handed a bag to Caribou. "Here Caribou."
Caribou opened his bag and took out a hare. "Yuck! Caribou don't eat hares. Caribou eat lichen."

"Here Otter," said Bear as he handed a bag to Otter.
Otter opened his bag and took out some lichen. "Yuck! Otters don't eat lichen. Otters eat fish."

Bear gave the last bag to Fox. "Here Fox."
Fox opened his bag and took out some fish. "Yuck! Foxes don't eat fish. Foxes eat hares."

"Well, well, well," said Bear. "If you won't eat your lunches, then I will."

"Oh no you won't," said Caribou. "We can trade. Foxes eat hares. Fox can have my bag."
Fox said, "Otters eat fish. Otter can have my bag."
Otter said, "Caribou eat lichen. Caribou can have my bag."

Everyone was happy again... everyone but Bear.

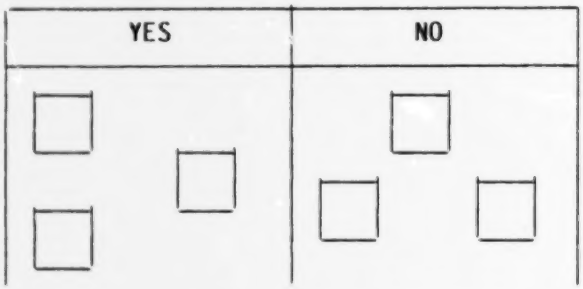
He sat down.
"Ouch!" he yelled. "What did I sit on?"
He looked down. He was sitting right in the middle of a berry bush.
"Mmmm," said Bear. "Bears eat berries. Now I have a lunch too."

Concept Development/Language Exposure

1. Introduce food items to students by holding up pictures and naming them using sentence pattern "This is a _____." or "These are _____."

2. a) Carry on a conversation with the caribou puppet as you go through the pictures from CD#1. Classify the pictures in a pocket chart as you talk.

   e.g., Teacher: "Do caribou eat lichen?"
   Puppet: "Yes, they do." (Places picture in "YES" side.)
   Teacher: "Do caribou eat moosemeat?"
   Puppet: "No, they don't!" (Places picture in "NO" side.)



   b) Ask Classroom Assistant or puppet: "What do caribou eat?" Have him/her point to each picture in the pocket chart and make a statement about it: "Caribou eat _____." or "Caribou don't eat _____."

   Repeat for fox, otter and bear.

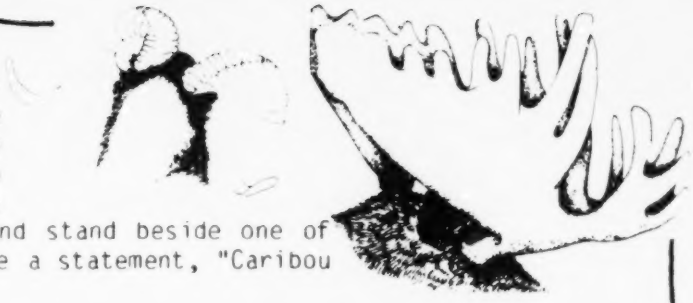
3. Tell the story "The Animals' Picnic" using outline figures or puppets and props (lunch bags, real lichen and berries, paper fish, hare made with scraps of fur.)

Language Practice

L 1. Ask students questions about the foods eaten by the animals. If the answer is "yes" they give a thumbs up signal; if it is "no" they give a thumbs down signal. Allow them to refer to the charts from CD#2.

   e.g., "Do caribou eat lichen?" Students give thumbs up.
   "Do bears eat rocks?" Students give thumbs down.

L 2. a) Pin pictures of food/non-food items to students' chests. Pin the outline figures of the fox, bear, caribou and otter to the backs of four students. Have students sit in a circle with the "animals" seated in the centre. Make a statement such as "Bears eat berries." The student wearing the berry picture jumps up and runs around the outside of the circle. The "bear" must try to tag him/her before s/he returns to his/her place in the circle.



L/S b) Arrange students as in the above activity. Ask the 'caribou', "What do caribou eat?" The 'caribou' must go and stand beside one of the 'foods' and make a statement, "Caribou eat _____ ."

L/S 3. Dramatize the story with students taking the parts of the animals and the teacher narrating the story.

S 4. a) Place pictures of animals face down in one pile and pictures of food/non-food items face down in another pile. Student draws one card from each pile and makes a statement about them.

e.g., "Foxes don't eat rocks."

Other students determine whether the statement is true or false.

L/S 5. a) Chain drill: Teacher asks question of first student: 'What do _____ eat?" Student responds, then asks question of next student, etc.

b) Do same activity using the sentence pattern: "Do _____ eat _____?" Try to make up silly questions to make this more fun.

S/R 6. a) Place these word and picture cards in the pocket chart.

Point to each card as you read the question: "What do bears eat?" Have students respond. (Demonstrate how the statements look, then have students take turns coming up to build statements.)

e.g.,

etc.

S/R b) Make a false statement using the word/picture cards.

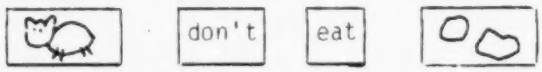
e.g.,

Ask students to tell you what it should say.

e.g., "Bears <u>don't</u> eat rocks."

Insert the word card [don't].

e.g.,



Have students practice making other negative statements.

R 7. a) Play sight word games with the animal/food names.

e.g., Match word cards to pictures

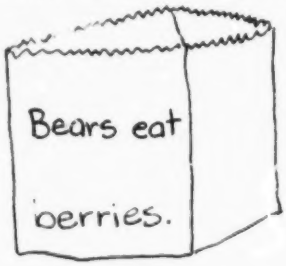
Puzzles

Word hunts

etc.

S/W b) Give each student a label of one of the animal names and a paper lunch bag. Hide the pictures of food items around the classroom. Each student must find at least one appropriate picture to put in his/her bag. S/he then makes a statement: "_____ eat _____.", then writes it on the bag.

e.g.,



Application

1. Divide class into groups. Each group should produce a Big Book, T.V. story, mural, etc., about one of the animals and present it to the class.

2. Make large outlines of the animals on mural paper. Have students draw pictures of foods that the animals eat and glue them onto the appropriate animal.

3. Talk about things that people eat/don't eat. Compare our foods to animals' foods. Do we eat some of the same things?

4. Make up a menu for an animal restaurant.

Science/Social Studies	Teacher's Notes
*1. Talk about the number of young each animal produces at one time, the ways in which adults take care of the young, when young are born, etc. *2. Learn the names of young animals.	These are possible activity ideas for this topic. They can be used in lessons you make up, as enrichment activities, or as learning centre activities. Most can be done in any language. Activities with an * are actually used in the sample lessons which follow. Spaces have been left for you to record your own activity ideas.

ACTIVITY IDEAS

TOPIC E: **LIFE CYCLE**

Math	Language Arts
1. Look at pictures of animals with their young. Count the number of animals in each animal family.	*1. Make books about baby animals using the frame sentence: A baby _____ is called a _____.

Music, Poems, Stories

* Oh Where, Oh Where Has My Little Calf Gone?

Art

*1. Make a maze: Help the mother animals find their babies.

Physical Education/Movement

*1. Game: "Find the baby animals."

Special Activities

1. Learn the Native Language terms for the male, female and young animals.
*2. Animal Bingo.
*3. Animal Snap.

LESSON: BABY ANIMALS

As this lesson emphasizes language related to science concepts, you may wish to teach it during your Science period.

English Vocabulary (* actually developed in this lesson)

* beaver
* moose
* caribou
* wolf
* fox
* kit
* calf/calves
* pup/pups
* whelp/whelps

(Note: You may wish to include more names of young animals in this lesson if you feel your students can handle them.)

English Sentence Patterns (* actually developed in this lesson)

* A baby _____ is called a _____.
  Before I grew up I was called a _____.
  After I grew up I was called a _____.

English Language Concepts (* actually developed in this lesson)

Special Materials Required (See illustrations 7 - 28)

Pictures of adult and young moose, caribou, fox, wolf, beaver

Concept Development/Language Exposure

1. Explain that all animals reproduce. Some may have only one baby at a time; others may have many babies at one time. (Ask students to give examples.) Talk with students about the ways in which mother animals take care of their young. (e.g., some animals stay with their mothers for several years.)

2. Introduce the names of the young animals using the pictures and sentence pattern.

Language Practice

L 1. Provide students with pictures of the adult and the baby animals to colour and cut out. Make statements using the sentence pattern. Students hold up the appropriate pair.

L 2. a) Flashlight drill: Tape pictures of baby animals around the room. Make statements using the pattern: "A baby _____ is called a _____." Students take turns shining a flashlight on the appropriate pictures.

S b) Teacher shines the flashlight on one of the pictures. Students must say an appropriate sentence.

S 3. Spin the bottle: Put pictures of baby animals into a hat. Students sit in a circle with the hat and a bottle in the middle. Teacher spins the bottle; the person it points to picks an animal from the hat and makes a statement about it: "A baby _____ is called a _____." If the statement is true, other students do a backward roll. If it is false they shake their heads.

S 4. Bingo: Make up Bingo cards with pictures of adult animals. Hold up a picture of one of the baby animals. Students cover the corresponding adult on their cards. The first student to make a straight line (horizontal, vertical or diagonal) is the winner. S/he must "read back" his/her sheet using the pattern: "A baby _____ is called a _____."

S/R 5. a) Place picture of one of the baby animals in the pocket chart. Have students make a statement about it. Write the statement on a sentence strip and place it in the pocket chart beside the picture. Repeat for the other animals.

A baby fox is called a whelp.

Chant with students as you point to the words. Have students identify specified words. (e.g., Where does it say 'calf'?)

L/R b) Remove the sentence strips and pictures from the chart. Make a statement. Have one student place the appropriate picture in the chart and another place the appropriate sentence strip beside the picture.

R c) Cut sentence strips up and mix them together on the floor. Have students put them back together.

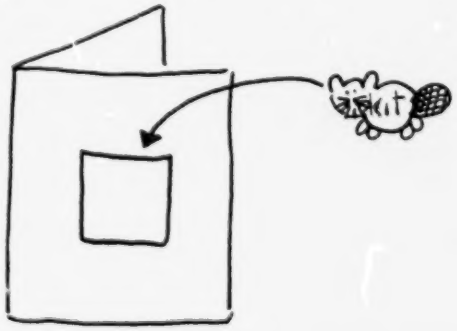
A baby beaver is called	a kit
A baby moose is called	a calf
A baby caribou is called	a calf
A baby fox is called	a whelp
A baby wolf is called	a pup

(Make several sets of sentence strips and have students work in small groups to do this activity.)

(This activity may be done on a stencil as well.)

R 6. Paste a pocket on the front of a file folder to store cutout pictures of the baby animals. Write the names of the baby animals on the cutouts.

e.g.



Inside, paste pictures of the adult animals with the frame sentence, "A baby _____ is called a _____." written below each.

Students match the babies to the adults and read the sentences.

R 7. Make a TRUE/FALSE stencil for students to work on individually or in pairs.

e.g., A baby moose is called a calf.

A baby wolf is called a kit.

A baby caribou is called a pup.

A baby fox is called a whelp.

A baby beaver is called a pup.

etc.

W 8. Have students paste their baby animal pictures on sheets of paper and write appropriate sentences below the pictures. Bind pages together to make books.

Application

1. Learn the names of other baby animals. Make a Big Book.

e.g., duck - duckling
goose - gosling
frog - tadpole/polliwog
beaver - kit
hare - leveret
bear - cub
eagle - eaglet
etc.

You may also wish to include domestic animals.

e.g., pig - piglet
horse - foal
cow - calf
sheep - lamb
chicken - chick
cat - kitten
dog - puppy
etc.

2. Snap: Paste pictures of adult and baby animals on cards. Distribute cards evenly to two students. Each turns a card face up at the same time. If the animals displayed are the same (i.e., same type of animal) students say "Snap." The first to say it takes all of the face up cards.

LESSON: OH WHERE, OH WHERE HAS MY LITTLE CALF GONE?

As this lesson emphasizes language related to literature, you may wish to teach it during your Language Arts period.

English Vocabulary (* actually developed in this lesson)

* moose	* calf
* fox	* whelp
* wolf	* pup

English Sentence Patterns (* actually developed in this lesson)

Do you have my _____?
Yes, I do have your _____.
No, I don't have your _____.

English Language Concepts (* actually developed in this lesson)

Special Materials Required

Outline figures of adult and young animals

OH WHERE, OH WHERE HAS MY LITTLE CALF GONE?

By S. Stewart, M. Gilmour, C. McGregor

Mother Moose was near the lake eating weeds. Her calf was in the bushes looking for tasty twigs. When Mother Moose looked around, her calf was gone. She couldn't see him anywhere.

"Oh where has my little calf gone?" she cried, "I've lost my baby moose."

She started to walk through the forest. She looked everywhere for her calf. As she walked she sang, "Oh where, oh where has my little calf gone? Oh where, oh where can he be? With his ears so long and his tail so short, oh where, oh where can he be?" Soon she met Mother Fox and her baby foxes.

"Do you have my calf?" she asked.

"No, I don't have your calf," said Mother Fox. "I have only my babies. See - twelve whelps."

Mother Moose counted, "1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 fox whelps and no moose calf. Oh where has my little calf gone?"

Mother Moose walked on. She looked everywhere for her calf. As she walked she sang, "Oh where, oh where has my little calf gone? Oh where, oh where can he be? With his ears so long and his tail so short, oh where, oh where can he be?" Soon she met Mother Caribou and her baby caribou.

"Do you have my calf?" she asked.

"No, I don't have your calf," said Mother Caribou. "I have only my own baby. See - one calf."

Mother Moose counted, "1 caribou calf and no moose calf. Oh where has my little calf gone?"

Mother Moose walked on. She looked everywhere for her calf. As she walked she sang, "Oh where, oh where has my little calf gone? Oh where, oh where can he be? With his ears so long and his tail so short, oh where, oh where can he be?" Soon she met Mother Wolf and her baby wolves.

"Do you have my calf?" she asked.

"No, I don't have your calf," said Mother Wolf. "I have only my babies. See - five pups."

Mother Moose counted, "1, 2, 3, 4, 5 wolf pups and no moose calf. Oh where has my little calf gone?"

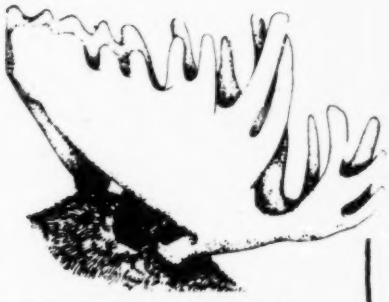
Mother Moose walked on. She looked everywhere for her calf. As she walked she sang, "Oh where, oh where has my little calf gone? Oh where, oh where can he be? With his ears so long and his tail so short, oh where, oh where can he be?" Soon she met Mother Squirrel and her baby squirrels.

"Do you have my calf?" she asked.

"No, I don't have your calf," said Mother Squirrel. "But I saw him down by the lake. I will show you." Mother Squirrel hopped away through the trees. Mother Moose followed. Soon she saw Baby Moose.

"Oh there you are," said the happy Mother Moose. "I've been looking everywhere for you."

"You silly Mommy Moose," said Baby Moose. "I've been here all the time. I've been looking for you!"



Concept Development/Language Exposure

1. Tell the story using visuals (magnetboard, flannelboard, etc.)

2. Review the names of the baby animals.

3. Retell the story. Ask students to join in when you sing, "Oh where, oh where ..." (Sing to the tune of "Oh Where, Oh Where Has My Little Dog Gone?")

Language Practice

L 1. Who said it?: Provide students with pictures of the mother animals to colour and cut out. As teacher repeats lines from the story, students hold up the appropriate animal.

e.g., "No, I don't have your calf. I have only my own babies. See - twelve whelps."

(Students hold up fox.)

L 2. Have students act out the story as you tell it.

S 3. Seat students in a circle. One student, Mother Moose, sits in the centre of the circle with her eyes closed while teacher passes a cutout of Baby Moose to one of the students. Mother Moose may ask three students, "Do you have my calf?" They must answer either, "No, I don't have your calf." or "Yes, I do have your calf." If the student holding Baby Moose is identified, s/he becomes Mother Moose.

Application

1. Choose four students to be the adult animals (fox, wolf, caribou, moose). Hang pictures of the animals (or a label) around their necks.

e.g.,

Have them stand outside the room as you label the other students as the various baby animals. (Hide the labels so that they are not visible.)

e.g.,

Have the 'baby animals' hide and bring the 'adults' back into the room. The 'adults' must try to find all of their 'babies.'

2. Maze: Help the mothers find their babies.

Science/Social Studies

*1. Set up a display (pictures/real objects) of things that we get from animals. How are these animals usually killed?
2. Invite a wildlife officer to discuss the ways in which we can help to preserve the animals for future generations. How do game regulations help to protect animals?
3. What things do we get from domestic animals? Make a bulletin board. (e.g., cow - milk, butter, beef, leather, etc.)

Teacher's Notes

These are possible activity ideas for this topic. They can be used in lessons you make up, as enrichment activities, or as learning centre activities. Most can be done in any language. Activities with an * are actually used in the sample lessons which follow. Spaces have been left for you to record your own activity ideas.

ACTIVITY IDEAS

TOPIC F: **PEOPLE AND LAND ANIMALS**

Math

Language Arts

1. How would your life be different if there were no animals? Brainstorm ideas with students. Write stories using these ideas.

BEST COPY AVAILABLE

Music, Poems, Stories

* "Oh, A-Hunting We Will Go"

Art

1. Make murals showing the ways in which we use animals.

Physical Education/Movement

Special Activities

1. Design posters that illustrate ways in which we depend on animals. Have a poster contest.

LESSON: WE USE ANIMALS

As this lesson emphasizes language related to social studies concepts, you may wish to teach it during your Social Studies period.

English Vocabulary (* actually developed in this lesson)

* names of local animals	* trap	* fur
	* hunt	* meat
		* antlers
		* bones
	* snare	* hides

English Sentence Patterns (* actually developed in this lesson)

We _____ _____ to get _____.

hunt	names	fur
trap	of	meat
snare	animals	antlers
shoot		bones
etc.		hides

English Language Concepts (* actually developed in this lesson)

Special Materials Required (See illustrations 7 - 23 and 51 - 55)

Pictures of land animals
Pictures of hunting equipment
Pictures of animal products

Concept Development/Language Exposure

1. Brainstorm words with students that:

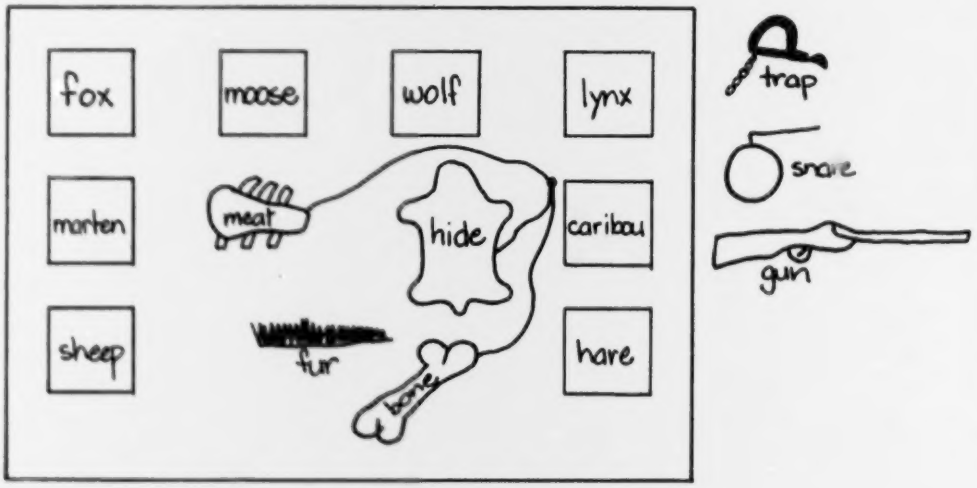
   a) describe the ways in which we "catch" the various animals.

   e.g., trap, snare, shoot, etc.

   b) describe the things that we get from animals.

   e.g., hides, fur, meat, antlers, bones, etc.

2. a) Make a list of the land animals that live in your area. Pin a large picture of each animal on the borders of a bulletin board. Have students draw pictures of the things we get from animals and pin these in the centre. Show which things come from which animals by connecting the two with yarn. Place pictures of traps, snares, rifles, etc. on the sides.



   b) Point to one of the animals. Ask students how this animal is usually killed. Model statements using the sentence pattern. (Point to pictures on the bulletin board.)

   e.g., We trap marten to get fur.

Language Practice

L 1. Make statements using the sentence pattern. If the statement is true, students clap their hands; if it is false, they stamp their feet.

   e.g., We snare porcupines to get fur. (F)
   We shoot moose to get meat. (T)

L 2. a) Provide students with a stencil showing various animals, hunting equipment and animal products. Have them colour and cut out the pictures. As you make statements, they should assemble the corresponding pictures on their tables.

e.g., "We trap lynx to get fur."

S b) Teacher assembles pictures on a magnetboard and asks students to make statements. (Have them respond as a group first, then individually.)

L/S 3. Substitution drill:

e.g., Teacher: "We trap beaver to get fur. Marten."
Students: "We trap marten to get fur."

or

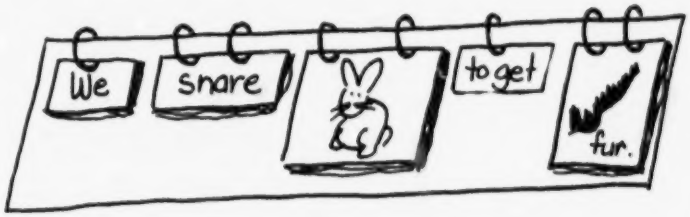
Teacher: "We shoot moose to get meat. Hides."
Students: "We shoot moose to get hides."

L/S 4. Gossip: Whisper a statement in the first student's ear. S/he repeats the statement to the next student, and so on. The last student repeats the statement aloud.

R 5. Introduce the words "trap," "hunt," and "snare" using flashcards: match the cards to pictures; have one student pick a card and mime an appropriate action; write the words on a sentence strip with no spaces between the words, have students cut into words.

e.g. huntsnaretrapsnaretraphunttrapsnare

R 6. Make a flipbook.



Make sentences (or let students make sentences) and read them together. Students decide if the statements are true or false.

Application

1. Have students make up riddles about the various animals.

   e.g., We snare this animal.
   We snare it to get meat and fur.
   It has long ears.
   What is it? (hare)

CULMINATING ACTIVITIES

1. Bulletin Board

Make a scene which is familiar to your class (tundra, forest, pond, etc.). Have the class think of animals that might live in the area. Have students draw pictures of these animals, cut them out and mount them on the bulletin board. Discuss the needs of these animals, the foods they eat, the amount of space they need, which animals live in pairs or groups, etc.

2. Fantasy Animals

Have students draw pictures of imaginary creatures. They should then give their creatures names, tell how they move, what they eat, where they live, etc. This information may then be dictated to the teacher, then copied by the students and displayed next to the pictures.

3. Animal Game

Divide the class into two teams. Each team chooses an animal and then thinks up five riddle clues for that animal. The clues should get progressively easier.

Have the teams face each other across a line. Five meters behind each team make another line, which will be that team's home base.

Team A's Home Base

A A A A A A A A

B B B B B B B B

Team B's Home Base

The teams take turns giving clues. If the guess is wrong nothing happens. If the answer given is right, the answering team tries to catch the questioning team before they reach their home base.

e.g., Team A: I live in the bush.
Team B: Are you a moose?
Team A: No. I eat twigs.
Team B: Are you a porcupine?
Team A: No. People sbare me for my fur.
Team B: Are you a hare?
Team A: Yes.

Team A runs toward home base with Team B in pursuit.

4. What Animal Am I?

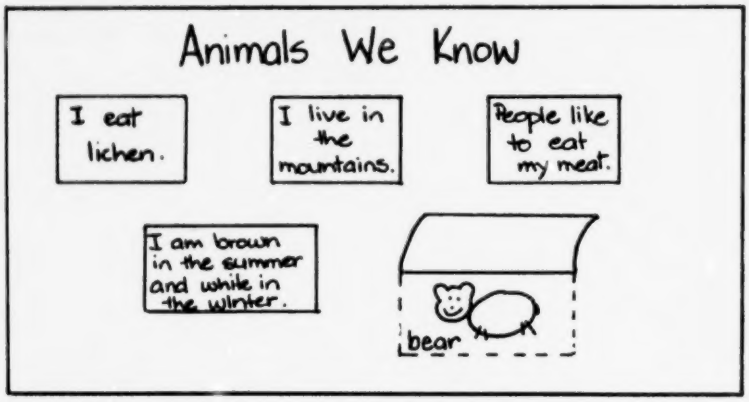
Pin a picture of an animal on the back of one of the students. Do not let him/her see the picture. Have him/her turn around so that the other students can see the animal. The student then asks questions to discover his/her identity. The other students can answer only "yes," "no," and "maybe."

5. Brainstorm words that begin with the first letter of an animal's name. Write triplets that use these words.

e.g.,	Moose	Hares	Beavers	Porcupines
	Munch	Hop	Build	Prick
	Messily	Happily	Busily	Painfully

Have students illustrate. Compile a class book.

6. Make a bulletin board with the heading Animals We Know. Below the heading, fasten a series of paper flaps. On the top of each flap write a statement that describes a certain animal. Paste pictures of the animals and their names under the appropriate flaps.


Animals We Know
I eat lichen.
I live in the mountains.
People like to eat my meat.
I am brown in the summer and white in the winter.
bear

7. Write limericks about the animals in your area.

e.g., There once was a moose from Trout Lake
Who started to shiver and shake
When a hunter he spied
He fell down and died
Now he's a delicious moose steak!

EVALUATION ACTIVITIES

It is important to assess what your students have learned during this unit. The following activities evaluate language and concepts.

You can do them orally (in small groups or with individuals) to test listening and speaking or on paper to test reading and writing. These are only suggestions; you can substitute different content or vocabulary items to make them more appropriate for your students. You probably will want to include many other activities as well.

1. Tell or give the students four or five words or phrases. Have them indicate which do not belong.

   living things: caribou house mountain dog
   caribou: pointed antlers brown fur small ears long tails

2. Tell or give the students sentence beginnings to match to sentence endings.

A beaver lives in	hares.
Foxes eat	a whelp.
A baby fox is called	a lodge.

3. Tell or give the students the beginning of a sentence and a number of possible sentence endings. They indicate which sentence endings are appropriate for the sentence beginning.

Living things can	drink.
	eat.
	have babies.
	talk.
	die.
All animals have	antlers.
	fur.
	ears.
	long tails.
	sharp teeth.

4. Tell or give the students a description of several animals. They have to indicate which animal each description fits.

   - It has big antlers. It has long legs. It eats twigs. _____
   - It is brown. It has webbed feet. It has a large flat tail. _____

5. Tell or give students a simple story about several animals from the unit. Deliberately make some mistakes in the story. Students try to catch your mistakes and correct them.

6. Give the students pictures of animals from the unit. They identify each, label as many parts as they can and write or tell about what they eats, where they live, etc.

WALKING IN THE FOREST

Based on the original Walking Through the Jungle
Impressions (Reading Series)
Holt, Rinehart and Winston
of Canada Limited
Adapted by M. Gilmour and C. McGregor

Walking in the forest,
What did I see?
A grizzly bear growling
At me, me, me!

Walking in the forest,
What did I see?
A bull moose snorting
At me, me, me!

Walking in the forest,
What did I see?
A ground squirrel chattering
At me, me, me!

Walking in the forest,
What did I see?
A wolverine snarling
At me, me, me!

IF A SQUIRREL COULD

(Source Unknown)
JoAnne Deal Hicks

If a squirrel could bark like a dog,
If a squirrel could hop like a frog,
If a squirrel could squirm, or if he could crawl,
Then he just wouldn't be a squirrel at all.

I TALK (Source Unknown)
By Magdalen Eichert

Kittens mew,
Doves coo.

Birds cheep,
Chicks peep.

Lions growl,
Dogs howl.

Monkeys chatter,
Starlings clatter.

Ducks quack,
Hens clack.

Parakeets squawk,
But I talk.

JUMP OR JIGGLE
by Evelyn Beyer

Frogs jump
Caterpillars hump

Worms wiggle
Bugs jiggle

Rabbits hop
Horses clop

Snakes slide
Seagulls glide

Mice creep
Deer leap

Puppies bounce
Kittens pounce

Lions stalk-
But-
I walk!

(Adapt these poems using animals with which your students are familiar.)

"Jump or Jiggle" by Evelyn Beyer from: Another Here and Now Storybook, Lucy Sprague Mitchell. Copyright 1937 E.P. Dutton, renewed 1965 by Lucy Sprague Mitchell. Reprinted by permission of the publisher, E.P. Dutton, a division of New American Library.

HOW DO YOU TRAVEL?

Based on the original Going Places, by Aileen Fisher
(Source Unknown)
Adapted by M. Gilmour

How do you travel, hare in the snow?
By leaps and by bounds, that's how I go.

How do you travel, moose in the grass?
I run very quickly, as hunters go past.

How do you travel, squirrel in the tree?
I scurry and scamper, I love to run free.

How do you travel, porcupine on the trail?
I waddle and dawdle, as slow as a snail.

(Make up new verses with your students about the animals in your area.)

A-HUNTING WE WILL GO
(Source Unknown)

Oh, a-hunting we will go,
a-hunting we will go,

1. We'll catch a little fox
And put him in a box
And never let him go.

2. We'll catch a little hare
And put him in a snare
And never let him go.

3. We'll catch a little muskrat
And put him in a hat
And never let him go.

4. We'll catch a little marten
And put him in a pen
And never let him go.

A HOUSE IS A HOUSE FOR ME

by Mary Ann Hoberman
Penguin Books, 1978

A hill is a house for an ant, an ant.
A hive is a house for a bee.
A hole is a house for a mole or a mouse
And a house is a house for me!

A web is a house for a spider.
A bird builds its nest in a tree.
There is nothing so snug as a bug in a rug
And a house is a house for me!

A coop? That's a house for a chicken.
A sty? That's a house for a sow.
A fold? That's where sheep all gather to sleep.
A barn? That's a house for a cow.
(It is also, of course, a house for a horse.)

A kennel's a house for a dog, a dog.
A dog is a house for a flea.
But when a dog strays, a flea sometimes stays
And then it may move onto me!

Houses for rabbits are hutches.
A house for a mule is a shed.
A castle's a house for a duchess.
A bedbug beds down in a bed.

Mosquitoes like mudholes or puddles.
Whales need an ocean or sea.
A fish or a snake may make do with a lake
But a house is a house for me!

A shell is a dwelling for shellfish:
For oysters and lobsters and clams.
Each snail has a shell and a turtle as well
But not any lions or lambs.
Lions live out in the open.
Monkeys live up in a tree.
Hippos live down in a river.
Now what do you know about me?

from: A House is a House For Me by Mary Ann Hoberman. Copyright 1978 by Mary Ann Hoberman. Reprinted by permission of Viking Penguin Inc.

WHERE IS THE BEAR?

Based on the original Where Is The Bear?
by Betty Hubka
Western Publishing Co, Ltd., 1978
Adapted by M. Gilmour

Where is the bear
When the wind blows cold,
And the beaver,
the fox,
And the squirrel?

Bears find sleeping good
In a den in the wood
As they wait for
The winter to pass.

Beavers stay warm and nice
Down under the ice
In a lodge built
Of branches and sticks.

Foxes keep safe and snug
In a den they have dug
Away from the wind
And the snow.

Squirrels like to rest
In a cozy tree nest
And store away food
In their dreams.

When I sit by my fire
Where it's cozy and drier
I have the best winter home
Of them all!

A RABBIT NAMED NAT
Anonymous tale
(Source Unknown)
Adapted by Leslie V. Morrow

Once upon a time there was a little gray rabbit named Nat. He looked around at his brothers and sisters and saw that they were all the same color, gray. Nat did not want to be the same color as his brothers and sisters. He didn't want to be gray. He wanted to be a different color.

So he said:

I'm a rabbit named Nat and I'm funny and fat.
I can change my color (snap fingers) just like that!

Suddenly he was blue.

Blue like the sky, blue like the tie.
Blue like the hat, blue like the mat.

He went to the pond to look at himself in the water and SPLASH, he fell in. He couldn't swim so he called for help, but nobody could see him because he was the same color as the water. Luckily, a green turtle swam by and helped Nat out. Nat didn't want to be gray like his brothers and sisters. He didn't want to be blue like the water. He wanted to be a different color.

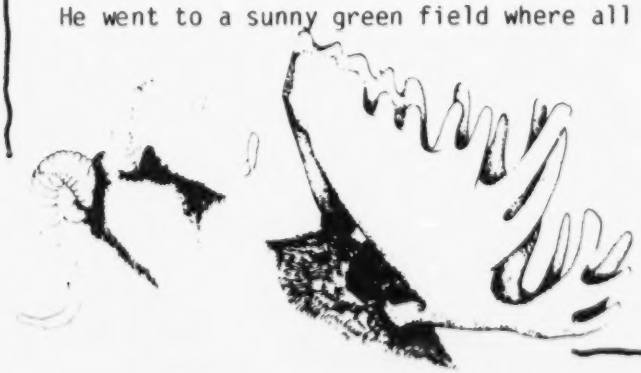
So he said:

I'm a rabbit named Nat and I'm funny and fat.
I can change my color (snap fingers) just like that!

Suddenly he was green.

Green like the grass, green like the glass.
Green like the pea, green like the tree.

He went to a sunny green field where all of his friends were playing. He wanted to play with them too, but they couldn't see him because he was the same color as the field. Nat didn't want to be gray like his brothers and sisters. He didn't want to be blue like the water. He didn't want to be green like the field. He wanted to be a different color.



So he said:

I'm a rabbit named Nat and I'm funny and fat.
I can change my color (snap fingers) just like that!

Suddenly he was yellow.

Yellow like the corn, yellow like the horn.
Yellow like the hay, or a sunny day.

He went to the jungle where he saw a yellow lion that roared at him. The lion didn't want Nat to be the same color as he was. Nat hid behind a bush until the lion went away. He didn't want to be gray like his brothers and sisters. He didn't want to be blue like the water. He didn't want to be green like the field. He didn't want to be yellow like the lion. He wanted to be a different color.

So he said:

I'm a rabbit named Nat and I'm funny and fat.
I can change my color (snap fingers) just like that!

Suddenly he was orange.

Orange like the carrot, orange like the parrot.
Orange like the shirt, orange like the skirt.

Nat crawled out from behind the bush and met an orange tiger. The tiger growled at him and frightened the little rabbit again. Nat didn't want to be different anymore. He didn't want to be orange like the tiger. He didn't want to be yellow like the lion. He didn't want to be green like the field. He didn't want to be blue like the water. He <u>did</u> want to be gray like his brothers and sisters. Nat went back to his brothers and sisters. He hopped up and down and said,

"It's so nice to be myself again!"

Northwest
Territories Education